DOCUMENT RESUME

ED 322 371 CE 055 525

TITLE Van Buren Intermediate School District. Common Threads for the Future. Michigan Exemplary Career Guidance Programs.

INSTITUTION Van Buren Intermediate School District, Lawrence, MI.; Western Michigan Univ., Kalamazoo.

SPONS AGENCY Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE 89

NOTE 273p.

PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC11 Plus Postage.

DESCRIPTORS *Career Choice; *Career Development; Career Education; *Career Planning; Course Content; Curriculum Guides; Decision Making; *Decision Making Skills; Educational Resources; Junior High Schools; *Learning Activities; Occupational Clusters; Occupational Information; *Problem Solving; Program Implementation; School Guidance

IDENTIFIERS *Van Buren Intermediate School District MI

ABSTRACT

The Van Buren Intermediate School District in Michigan has developed a comprehensive guidance program that has been adopted by a number of school districts in the state. The Van Buren model is designed to teach all youth and adults the career development skills of information gathering, decision making, planning, and placement. This document contains information for teachers, counselors, and administrators on implementing the Van Buren guidance program, including an overview of the materials used and examples of the materials in use. The bulk of the document is made up of the student text, "The Formula for Your Future," which is a 1- to 2-week unit that teaches problem-solving skills to students. The skills are applied to a variety of living, working, and learning situations. The program is to be taught to eighth or ninth graders in a classroom setting. The instructor's overview is followed by "Car Problems," a student text that simulates problem solving. Next is "Work Worries," which includes information and activities related to career choice and occupational clusters. A student workbook accompanying this text measures career planning progress. The final section, "Educational Dilemmas," explores educational options related to careers. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STATE BOARD OF EDUCATION

Cherry Jacobus, Pres.	East Grand Rapids
Annetta Miller, V. Pres.	Huntington Woods
Dorothy Beardmore, Sec.	Rochester
Rollie Hopgood, Treas.	Taylor
Dr. Gumecindo Salas, NASBE Del.	East Lansing
Barbara Roberts Mason	Lansing
Barbara Dumouchelle	Grosse Ile
Marilyn S. Lundy	Grosse Ile

Ex-Officio Members
James J. Blanchard, Governor
Donald L. Bemis, Superintendent
of Public Instruction

This document was developed by the Career Guidance Support Services Project under a grant to Western Michigan University, Kalamazoo, Michigan, funded by the State Board of Education, Vocational-Technical Education Service, as an activity of Project Number 3430. Contractors undertaking such projects under governmental sponsorship are encouraged to express freely their professional judgment in conducting the project. Points of view or opinions stated do not, therefore, necessarily represent the official Michigan State Board of Education policy or position.

BEST COPY AVAILABLE

Cover photo courtesy of Bureau of Career Development, Florida State Department of Education, Tallahassee, Florida.

CONTACT PERSON

John T. Chapman, Ed.D.
Career Guidance Coordinator
Van Buren Intermediate School District
Vocational-Technical Center
250 South Street
Lawrence, Michigan 49064

VAN BUREN
INTERMEDIATE SCHOOL DISTRICT

PROGRAM GOAL

To deliver a comprehensive career guidance program to all youth and adults

PROGRAM DESCRIPTION*

The Van Buren Intermediate School District in Southwestern Michigan has developed a comprehensive guidance program. The Van Buren model is designed to teach all youth and adults the career development skills of information gathering, decision-making, planning and placement.

Students are taught to identify their interests and abilities. They investigate career options and educational requirements through a variety of experiences (reading, simulations, and internships). Working one-on-one with a counselor, they make tentative decisions about careers and training. With the counselor's assistance, they develop Employability Development Plans (E.D.P.'s), a narrative format that outlines classes and work experience they can get to move them closer to their goals.

The plans are developed on Xenith Lap Top Computers. At the end of the one-on-one planning session students receive hard copies of their EDP four-year class plan. The plans are reviewed each year by the student and counselor and finally converted to a resume as the goals are attained. The skills the students develop through this process can be recycled throughout their lives.

The student information is stored on hard disk. The EDP software has selecting and listing options that allow school staff to examine the student information data base and to update students' career and training information.

---

*Van Buren Intermediate School District. Formula For Your Future. 1989.

PROGRAM LINKAGES

The Van Buren Intermediate School District program model has been shared with numerous schools. Several districts have adopted the program model.

Throughout the year, several inservices for staff are scheduled. Emphasis is placed on teaching teachers to empower students through the problem solving and decision-making process.

The involvement of community persons, employers and parents, is an important element of the program. They serve on advisory committees, provide job shadowing and work experience, and speak to students about careers. Parents receive letters about their child's career plan.

VISIONS

Continued development of resources for the program. This entails development of software and workbooks for the adult population, software that will help counselors to conduct follow up with school dropouts, videos, and a cadre of trained technical assistants.

PROGRAM MATERIALS

A series of re-usable student workbooks are available for distribution. Examples of computer generated documents may be requested from the Van Buren Intermediate School District program contact person.

Formula For Your Future

Overview

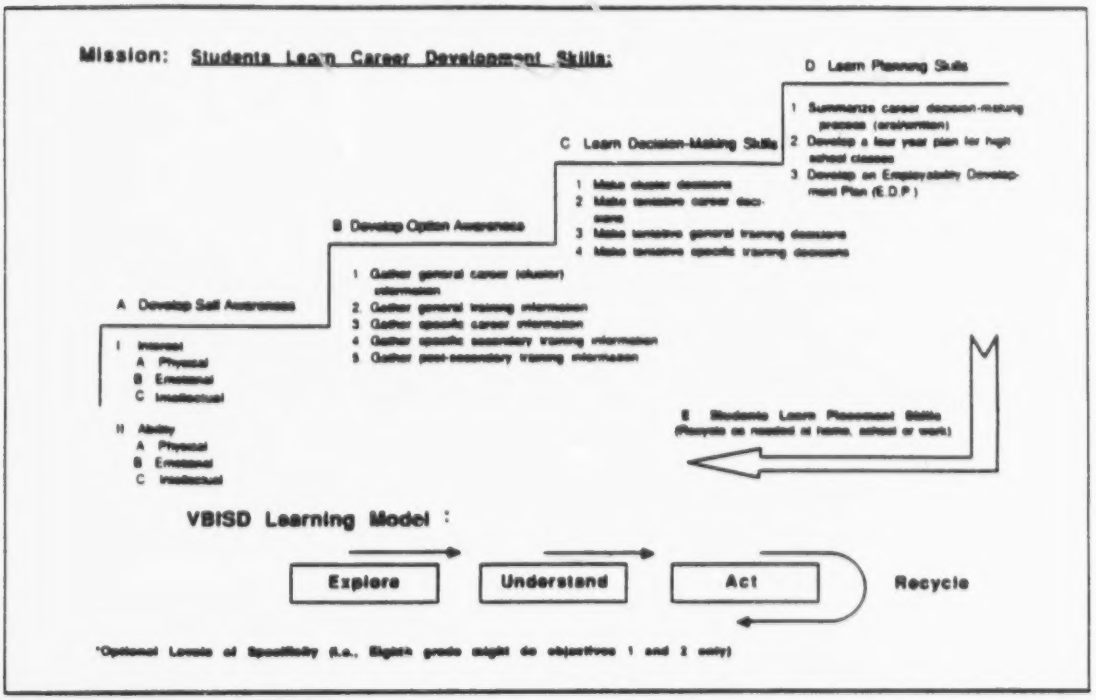
ABSTRACT

The Van Buren Intermediate School District in Southwestern Michigan has developed a comprehensive guidance program adopted by a number of school districts throughout Michigan. The Van Buren model is designed to teach all youth and adults the career development skills of information gathering, decision-making, planning and placement.

Students are taught to identify their interests and abilitites. They investigate career options and educational requirements through a variety of experiences (reading, simulations and internships). Working one-on-one with a counselor, they make tentative decisions about careers and training. With the counselor's assistance, they develop Employability Development Plans (E. D. P. 's), a narrative format that outlines classes and work experience they can get to move them closer to their goals. The plans are reviewed each year by the student and counselor and finally converted to a resume as the goals are attained. The skills the students develop through this process can be recycled throughout their lives.

The Van Buren program, Formula For Your Future, was recognized as an exemplary guidance program by the United States Office of Education in 1986.

Van Buren Intermediate School District's
CAREER DEVELOPMENT CURRICULUM



The Van Buren model is described in the curriculum outline shown above. It is designed to be a dynamic problem-solving process. Students are taught this method using a variety of living, working, and learning applications. This is a set of skills students can reuse throughout their lives.

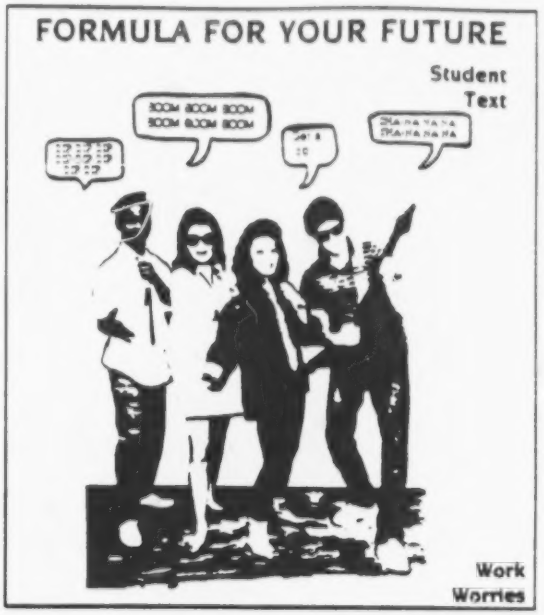
During the first stage of the program, students use the 20 page reusable text shown at the right. The students complete this book in one or two days. They are taught by using the simulated problem "Which Car Should I Buy?". Not only do students learn the basic skills in the book, but they also get a quick overview of the entire process.

The next step is for students to use the 80 page reusable text shown at the right to make a variety of career related decisions.

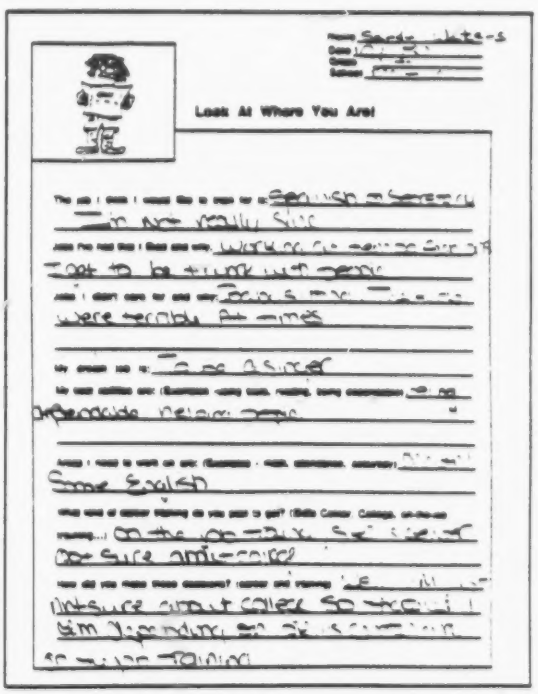
The text has numerous photographs and illustrations that stimulate student thought. The text has a wide range of specificity from general career areas (clusters) for 8th and 9th graders to specific careers for older students.

The first page of the workbook is shown on the right. This is the review page. Students fill this page out at the start of the career unit.

The page is designed to measure the students work experience and what career decision they have already made. This page also gives the teacher information on the career maturity of the students in the class.

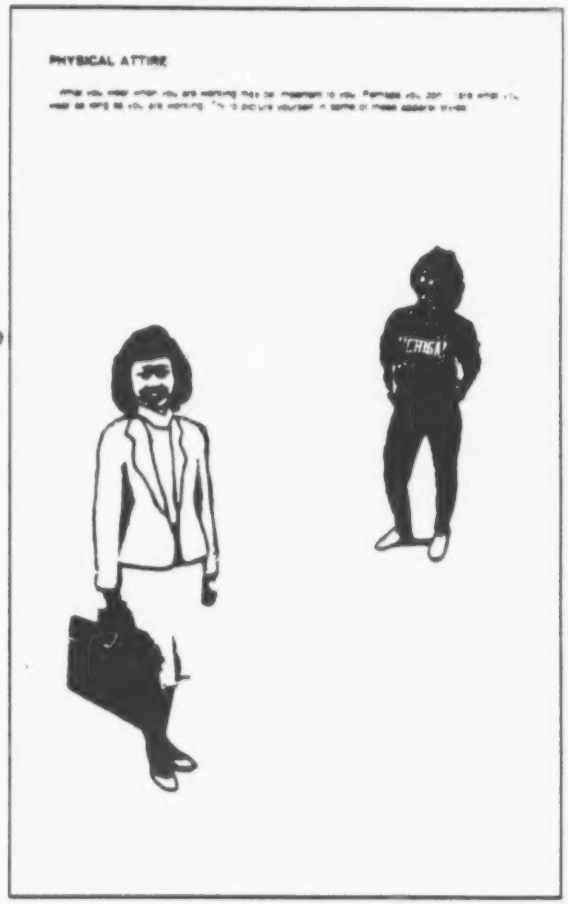


The booklet at the left is a 12 page workbook used by students in conjunction with the Work Worries text. It is filled out in class by the students. It is used for review purposes by counselors when doing planning with individual students.



Self Awareness

On the right is a page out of Work Worries. There are 20 pages in the text depicting students exploring different interest and ability areas. Students make a list of activities that seem appealing. Pictured student activities help students relate to work duties more than just reading written descriptions.


PHYSICAL ATTIRE

Some students have trouble identifying general activities that are important to them. For that population, there are inductive checklists that can be used.

Many school districts already use commercial inductive systems, such as O.V.I.S., C.O.P.S., or the Self Directed Search. Commercial programs are easily incorporated into this system.

Interests

PEOPLE CONTACT

	Good	O.K.	Bad
1. Work alone			
2. Be around other people while working			
3. Work on a team			
4. Work with animals			
5. Serve customers			
6. Persuade people to buy or do things			
7. Teach people			
8. Advise or counsel others			
9. Supervise the work of others			

DATA CONTACT

	Good	O.K.	Bad
1. Do work that involves reading			
2. Copy and record information			
3. Do writing on the job (memos, letters, articles)			
4. Operate office equipment (typewriter, calculator, computer)			
5. Do math computations as part of the job			
6. Analyze information (charts)			
7. Do drawing, prepare and present as part of job			
8. Work with ideas or concepts			
9. Plan and organize or schedule activities			

TOOL CONTACT (working with tools and equipment)

	Good	O.K.	Bad
1. Operate hand tools (hammers, gauges, etc.)			
2. Operate power tools (sanders, drills, saws)			
3. Set up equipment			
4. Repair equipment (motor, appliances, machines)			
5. Use equipment to manufacture products			
6. Operate large industrial machines			
7. Drive machinery (cars, trucks, fork lift)			

Rewards

	Need	Want
1. Take pride in what you do		
2. Be one of the best at your job		
3. Get promoted		
4. Make a lot of money		
5. Have an interesting life		
6. See the results of your work		
7. Get praise from others		

Hobbies

What hobbies do you have? _____

_____

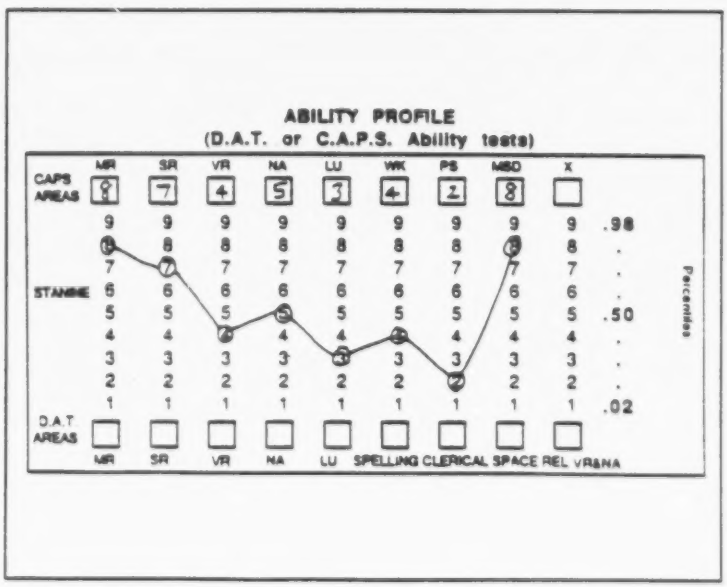
Interests

My ten top career interests (values), in their order of importance to me, are.....

After students have completed extensive interest exploration, they are asked to identify their top interests and rank order them. Here is a sample from the student workbook (on the left).

Formula For Your Future emphasizes interest. Students are also encouraged to think about their aptitudes. Many districts explore abilities by relating grades to work areas and/or using aptitude tests like the Differential Aptitude Test (D.A.T.), or the Career Ability Placement Survey (C.A.P.S.).

The student workbook has a section that can accommodate the results of either of these assessment instruments (at the right).


ABILITY PROFILE
(D.A.T. or C.A.P.S. Ability tests)
CAPS AREAS
MR SR VR NA LU WK PS MBD X
8 7 4 5 3 4 2 8
STANINE
9 8 7 6 5 4 3 2 1
Percentiles
.98 . . . .50 . . .02
D.A.T. AREAS
MR SR VR NA LU SPELLING CLERICAL SPACE REL VR&NA

Options

General Career Interests (Clusters)

At this point in the program, students would have a lot of information on their interests and abilities. The next phase in the problem-solving process is to identify "good options".

To help younger students (grades 8/9) explore options, the program uses career clusters. Clusters are groups of similar jobs. There are eleven clusters in this program.

Students can explore the eleven clusters in a variety of ways. In a classroom setting, they can read descriptions, as in the example above, taken from Work Worries.

To help students gain even more insight, there is a support program called Minute Masteries. Minute Masteries are eleven work simulations. Students read and do 2 to 3 work activities for each cluster. The answers are at the back so students get immediate feedback for their efforts. A sample page out of the Manufacturing mastery is shown at the right.

MANUFACTURING

The word manufacture means "to make" or "to do." People working in this cluster make products with machinery or by hand. Some companies produce thousands of objects, and some produce just a few. If you worked in manufacturing, you would use a variety of materials such as wood, metal, plastic, glass, clay, or food.

The equipment used in producing the goods range from hand tools to machines the size of a room. Manufacturing jobs require varying degrees of skill in calculation, precision, and detail. Much of the work is done alone. The environment may be very noisy if there are a lot of machines operating. Most jobs require the worker to follow both oral and written directions. Some of the jobs in manufacturing are welder, machinist, and injection mold operator.

MINUTE MASTERY I

You are the new machinist at Strip Year Gears—Tool and Die. The supervisor needs you to remesh some gears. First, you need to know about gears and directions.

This is a gear

There are two directions a gear can turn.

Clockwise and counterclockwise

If gear A turns clockwise and gear B is engaged (interfaced) with A, it will turn in opposite directions

If gear A turns counterclockwise, which way does gear B turn? (the answer is clockwise)

Having a vocational center, or extensive vocational class offerings, allows the development of cluster internships.

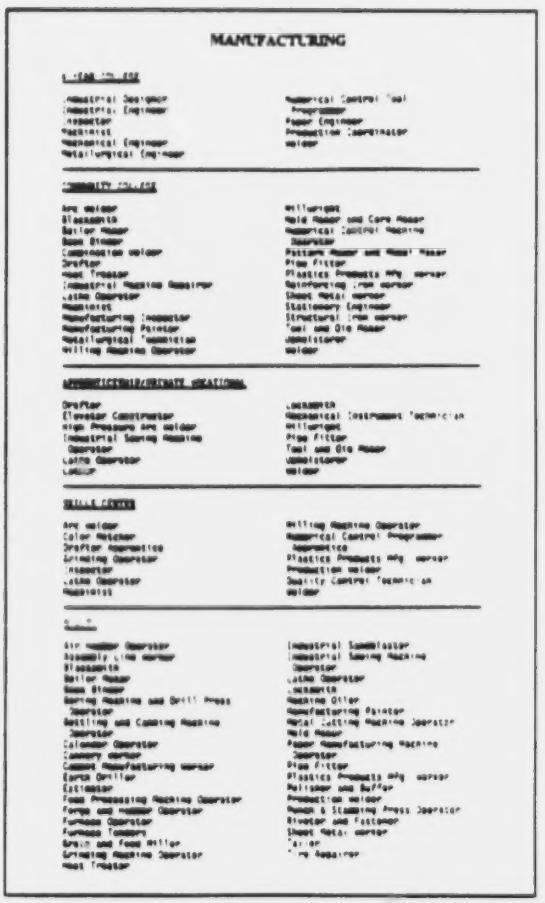
After students have read about the 11 clusters, the 8th and 9th grade students then come to the Van Buren Skills Center and spend 30 minutes in each of their three favorite clusters. They have an actual "hands on" experience in each area. The picture at the left shows an eighth grade student about to try welding during her cluster internship.

Specific Career Interests

When the program is used with older students (10th grade-adult), they receive assistance in exploring specific career areas. Most of the specific career exploration is accomplished by using the Michigan Occupational Information System (M.O.I.S.).

Time to Train was written to help students access M.O.I.S. Specific job titles were organized by cluster heading and educational levels.

The manufacturing page from Time to Train is displayed at the right. There are also career specific internships available for older students.



MANUFACTURING

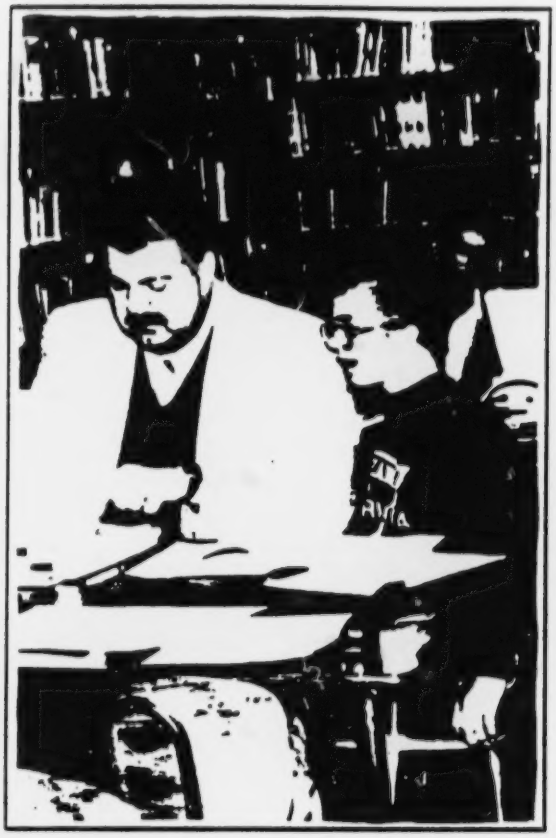
Decision-Making

At this point in the program, the students have a rank ordered list of their interests and abilities. The students also have their favorite cluster identified. Older students may have identified preferred specific careers.

The next step is for students to compare themselves to their options in a systematic way. The chart below shows the process, in detail, for a student who is trying to decide between Business, Construction or Health. You can see in the chart that their top value was "working inside" and that was satisfied by only Business and Health. The circled numbers are added up. Scores are evaluated using the key at the bottom of the page. This decision-making system is useful for any major decision.

MY WORK VALUES IN ORDER OF IMPORTANCE	MY CAREER OPTIONS ARE:		
	Business/Office	Construction	Health
Inside	(10)	10	(10)
Dress Up	(9)	9	9
People and Data Contact	(8)	8	(8)
See Results	(7)	(7)	(7)
Operate Office Equipment	(6)	6	6
High Demand Work	(5)	5	(5)
Plan and Organize Work	(4)	(4)	(4)
Money	3	(3)	(3)
Copy and Record Information	(2)	2	(2)
Work in an Office	(1)	1	1
TOTALS	52	14	39
	Good	Bad	OK

Key	Score Ranges							
	10	9	8	7	6	5	4	3
Good Decision	47-55	46-54	44-50	42-49	38-46	34-40	29-34	23-27
Okay Decision	39-46	38-45	36-43	34-41	32-37	28-33	23-28	19-22
Bad Decision	38 or less	37 or less	35 or less	33 or less	32 or less	27 or less	22 or less	18 or less



Planning

At this point, the student has completed the workbook in the classroom. The student has made decisions about careers and education.

The workbook is sent to the counselor, and the counselor meets individually with each student and reviews the workbook.

The student and counselor do planning together on a Zentith lap top computer. They go through 27 screens in the computer program, with the student answering questions about personal data, interests, abilities, and career and educational decisions. The picture at the left shows counselors at Mattawan High School doing planning with students in the school library.

Part of the computer program includes developing four year high school plans (prescriptions). The figure at the right shows one of the planning screens. The computer lists the required classes for a particular high school on the right side. The student, with the counselor's assistance, selects the best elective classes based on the student's career and educational goals.

Grades can be entered into the class plans as they are reviewed in grades 10-12.

9th GRADE CLASS PLAN Date of plan(MM/DD/YY): 12/16/98

Name: [illegible] SS#: [illegible]

Current grade: 9 School: OGDLES

Career: Long: HAVE MY OWN STUDIO Short: PHOTOGRAPHER

Classes	Years	Comp.	Graduation Requirements
9			ENGLISH
PRE-ALGEBRA			MATH
LIFE SCIENCE			SCIENCE (9TH OR 10TH)
HEALTH			PHYSICAL EDUCATION(9/10)
TYPING			COMPUTERS/CIVICS
CD-ED P.E.			

GPA - this grade=0.000
GPA cum. to date=0.000

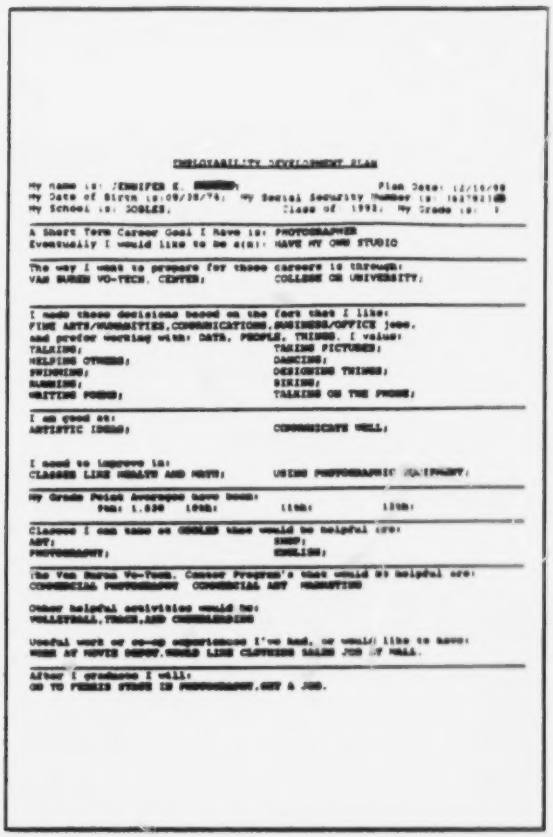
10th GRADE CLASS PLAN Date of plan(MM/DD/YY): / /

Career: Long: Short:

Classes	Years	Comp.	Graduation Requirements
ENGLISH 10			ENGLISH
ALGEBRA			MATH
EARTH SCIENCE			SCIENCE (10/11)
COMPUTERS			WORLD HIST. OR GEOGRAPHY
WORLD HISTORY			
ART			

GPA - this grade=0.000
GPA cum. to date=0.000

16 BEST COPY AVAILABLE



EMPLOYABILITY DEVELOPMENT PLAN

My name is: JENNIFER E. [redacted] Plan Date: 12/10/93
My Date of Birth is:09/30/76; My Social Security Number is: 161781[redacted]
My School is: GOBLES; Class of 1993; My Grade is: 9

A Short Term Career Goal I have is: PHOTOGRAPHER
Eventually I would like to be a(n): HAVE MY OWN STUDIO

The way I want to prepare for those careers is through:
VAN BUREN VO-TECH. CENTER; COLLEGE OR UNIVERSITY;

I made those decisions based on the fact that I like:
FINE ARTS/HUMANITIES,COMMUNICATIONS,BUSINESS/OFFICE jobs.
and prefer working with: DATA, PEOPLE, THINGS. I value:
TALKING; TAKING PICTURES;
HELPING OTHERS; DANCING;
SWIMMING; DESIGNING THINGS;
RAKING; BIKING;
WRITING POEMS; TALKING ON THE PHONE;

I am good at:
ARTISTIC IDEAS; COMMUNICATE WELL;

I need to improve in:
CLASSES LIKE HEALTH AND MATH; USING PHOTOGRAPHIC EQUIPMENT;

My Grade Point Averages have been:
9th: 1.820 10th: 11th: 12th:

Classes I can take at GOBLES that would be helpful are:
ART; SHOP;
PHOTOGRAPHY; ENGLISH;

The Van Buren Vo-Tech. Career Program's that would be helpful are:
COMMERCIAL PHOTOGRAPHY COMMERCIAL ART MARKETING

Other helpful activities would be:
VOLLEYBALL,TRACK,AND CHEERLEADING

Useful work or on-the experiences I've had, or would like to have:
WORK AT MOVIE DEPOT.WOULD LIKE CLOTHING SALES JOB AT MALL.

After I graduate I will:
GO TO PUBLIC STORE ID PHOTOGRAPHY.GET A JOB.

Because all of the student plans and prescriptions are stored on hard disk, counselors and other educators can make good use of the information in the data base. For instance:

- -Educators can identify what students have interest in certain career areas.
- -Placement coordinators can identify the work experiences students are interested in.
- -The progress of special needs students can be monitored.
- -A variety of administrative decisions can be made on student interests and abilities, versus speculation.

There is an example of a career sort in the figure on the right. In the model, the counselor "selected" for: students in the ninth grade, interest in the Health Cluster, and grade point >2.50. The counselor chose to "list" the students' names and their short term and long term career goals.

At the conclusion of the computer planning session, the student can print out an Employability Development Plan (E.D.P.) and prescriptions. The E.D.P. is a pre-resume and is printed in a narrative format, "because I like. . .and am good at. . . I want to . . . and the way I'll prepare for that is to . . .." The sample E.D.P. at the right was developed by a student at Gobles High School.

The E.D.P. is reviewed each year by the counselor and the student in grades 10-12. As the students complete the steps in their plan, they list the skills they acquire, grades they receive, as well as other vocational and avocational accomplishments. Using the computer program, students can convert their pre-resumes (E.D.P.'s) to resumes. Each graduating senior gets a letter quality resume.

LAST NAME	FIRST NAME	CAREER GOAL - SHORT TERM	CAREER GOAL -
ANDERSON	KIM	HEALTH RELATED	/ETERINARIAN
BASED	MIKE	FAST FOOD CLERK	BUSINESS
BEARDSLEY	HEIDI	VET ASSISTANT	/ETERINARIAN
BING	TAMERA	CHILD CARE AIDE	CHILD CARE DI
BRINKERS	CAROL	GOOD STUDENT	ENGINEER
BREY	STEVE	HEALTH FIELD	PEDIATRICIAN
BROTT	MERRIE	PHOTOGRAPHER	PHOTOGRAPHER
BUCHER	MICHAEL		MEDICAL DOCTO
BUNTON	PAMELA	NURSE TRAINEE	OPERATE MY OWN
CHANALIES	LEANNA	UNDECIDED	LAWYER
CLARK	SANDY	HEALTH RELATED	DENTIST
CRAVEN	MORGAN		MEDICAL DOCTOR
DAVIS	JENNIFER		VETERINARIAN
DECKER	SARA	NURSE AIDE	REGISTERED NUR
DRAGICEVICH	STACIE		PSYCHOLOGIST
FLANIGAN	DANA	UNCERTAIN	UNCERTAIN
FLEMING	KRISTI	GO TO COLLEGE	DENTIST
FORD	JENNIFER	GO TO COLLEGE	INTERIOR DESIG
GERVAY	ANTHONY	SALESPERSON	DOCTOR
GIBBS	MISSY	NURSING	PEDIATRIC NURS
GRAPPIN	KIMBRI	ASSISTANT X-RAY TECHNICIAN	X-RAY TECHNICI
HAMPSTEAD	WILLIAM	UNDECIDED	WILDLIFE SPECI
HIGGINS	CHRIS	COMMERCIAL ARTIST	SPORTS MEDICIN
HILLER	JODI	NURSING	WORK WITH ANIM
HINES	SHAWNA	UNDECIDED	DOCTOR,PEDIATR
HOOVER	KARI	CHILD PSYCHOLOGIST	SAME
HUGHES	MATT	UNDECIDED	VETERINARIAN,B
JOHNSON	MEREDITH	UNDECIDED	SECRETARY
ROBINSON	KRISTIE	OFFICE WORK	BUSINESS
KRUISINGA	STACY	COLLEGE	PHYSICIAN
LESLIE	GRAGA	COLLEGE	VET
LIGNETT	RACHAEL	SMALL BUSINESS OWNER	DOCTOR
LOCKETT	STEPHANIE	COLLEGE	UNDECIDED
LONG	DANA	CHILD CARE OR COSMETOLOGIST	CHILD CARE OR
MANNING	JENNIFER	NURSING	NURSE R N
MANSFIELD	MELISSA	PARA LEGAL ASSISTANT	LAWYER OR JUDG
MARLOW	SARAH	NURSING ASSISTANT	PEDIATRICIAN
MARTIN	SUSTY	COLLEGE	LAWYER
MULTHAUPT	LISA	UNCERTAIN	UNCERTAIN
MURAMOTO	MIKE	COSMETOLOGIST	OWN MY OWN BU
MURRAY	ANDREW	CAR MECHANIC	PHARMACY
OVERMYER	ERIN		REGISTERED NUR
PAMPLE	MOLLIE		LAWYER
PHIPPS	TANYA	CAREER--UNDE	COMPUTER PROGR
REISTEMAN	TERRY	GO TO COLLEGE	REGISTERED NUR

17

The third application of problem solving is in the area of educational choice. The 20 page reusable text, shown at the right, can be used in a variety of ways. For 8th and 9th graders, the text helps them decide whether they want to prepare for a career in high school or after graduation.

For 10th and 11th graders, the program helps them look at specific options, for example, "Should I go to community college or college?". For 11th or 12th graders, the program helps them compare specific sites, for instance "Should I go to Michigan State University or Southern Cal.?".

For school systems that are interested in having students develop Employability Development Plans, but are unable to implement a 1-2 week program, there is the 14 page workbook shown on the right. This self-contained program takes students through self-awareness and option awareness in one class period. Counselors then work with students individually to do decision-making and planning. This pro gram is also used as a follow-up to the longer program and is a useful review for students.

Summary

The Formula For Your Future is a one to two week unit that teaches problem solving skills to students. The skills are applied to a variety of living, working and learning situations.

The program is taught to eighth or ninth graders by teacher(s) in a classroom setting. The planning section is done by counselors working individually with students.

For more information on this program, please, write to:

Career Guidance Coordinator
Van Buren Intermediate School District
Van Buren Skills Center
250 South St.
Lawrence, Michigan 49064
Phone (616) 674-8001

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

Formula for your Future

Student
Text

Car Problems . . .

INTRODUCTION

IN THE NEXT COUPLE OF YEARS, YOU WILL HAVE TO MAKE A NUMBER OF BIG DECISIONS. SOME OF THE DECISIONS YOU WILL MAKE MAY INCLUDE: WHAT CLASSES TO TAKE IN HIGH SCHOOL, WHAT CAREER TO PREPARE FOR, IF AND WHERE TO GO TO COLLEGE, WHOM TO MARRY, DOZENS OF DECISIONS.

Let's take it a step at a time. First of all, what important decisions have you already made in your life?

How did you make those decisions?

21

Whatever decisions you have to make in the future, there is a very good process you can use to help you decide. It is:

SELF AWARENESS **OPTION AWARENESS** **DECISION MAKING** **PLANNING**

How do you know what's important?

What are your options?

How do you choose?

What do you do after you decide?

Instructions:

The first unit you will go through is **Self Awareness.**

As you go through each section, if you think of anything that's important to you, please write it down on your ingredients list. Later, you will enter some of the most important items in your **Student Workbook.**

The second unit deals with **Option Awareness.** In this section, you will explore career possibilities.

The third unit is **Decision Making.** In this section, you will learn how to compare your interests to your options.

The fourth unit is **Planning,** a step by step way to get you where you want to go.

THE CAR

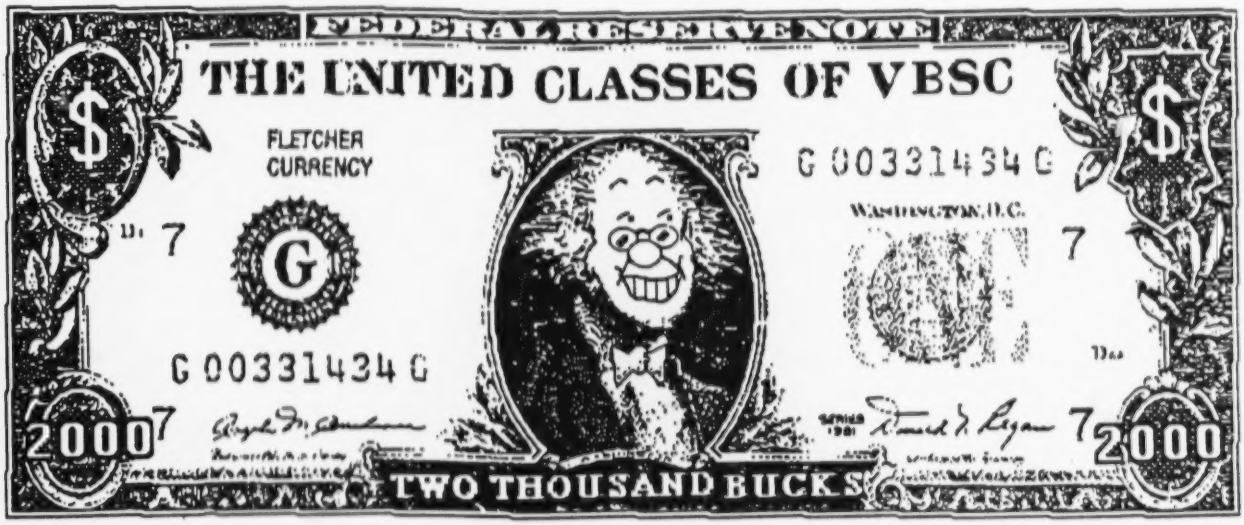
Congratulations! Mom and Dad said you could buy a car. Also, your wealthy Aunt Gertrude left you $2,000.00 that you can use for your purchase. That's the **good news**. The **bad news** is you have to pick the car and plan how to get it home. Help!

It might seem pretty simple at first, but think about it. What if you buy the wrong car and it breaks down in a month? What about a license, insurance, and plates? Oh my!

Once again, no matter what problem you have, if you follow the old formula,

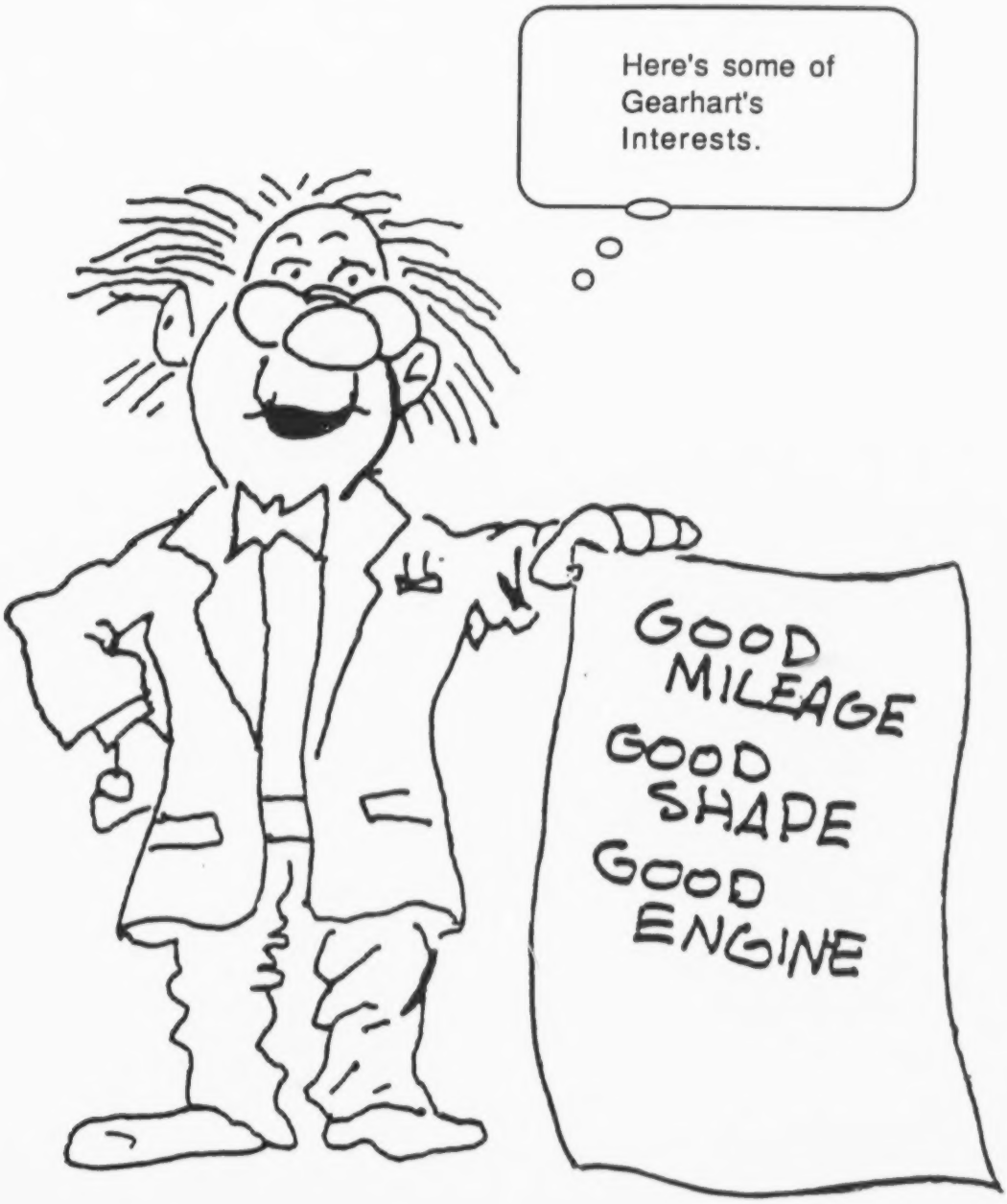
SELF AWARENESS OPTION AWARENESS DECISION MAKING PLANNING

you'll never be lost.



Write down on an ingredients sheet some of your likes and dislikes, abilities and disabilities.

Most of you have probably never had a car (let alone a wealthy Aunt Gertrude), so to help you gain some quick experience, Sherri, Chiemi, Rod and Mike will help you along. As they go through some car value exploration, think about whether their car interests are the same as yours.



We always look at interests and abilities under three categories: Physical, Emotional and Intellectual.

PHYSICAL

Chiemi likes BIG vehicles to haul her friends and gear around.

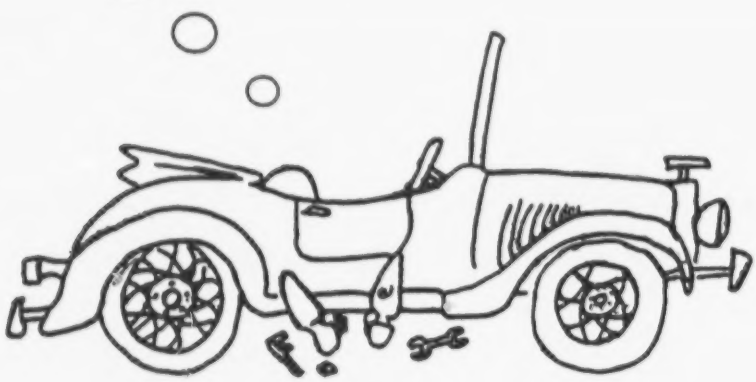
Rod likes SPORTY looks.

I like old cars that are collectors' items.

I like yellow and red cars

Other physical car values might include: the mileage, seating room, dependability (does it start in the winter ?), handling, safety, speed, etc.

What do you think ?



EMOTIONAL

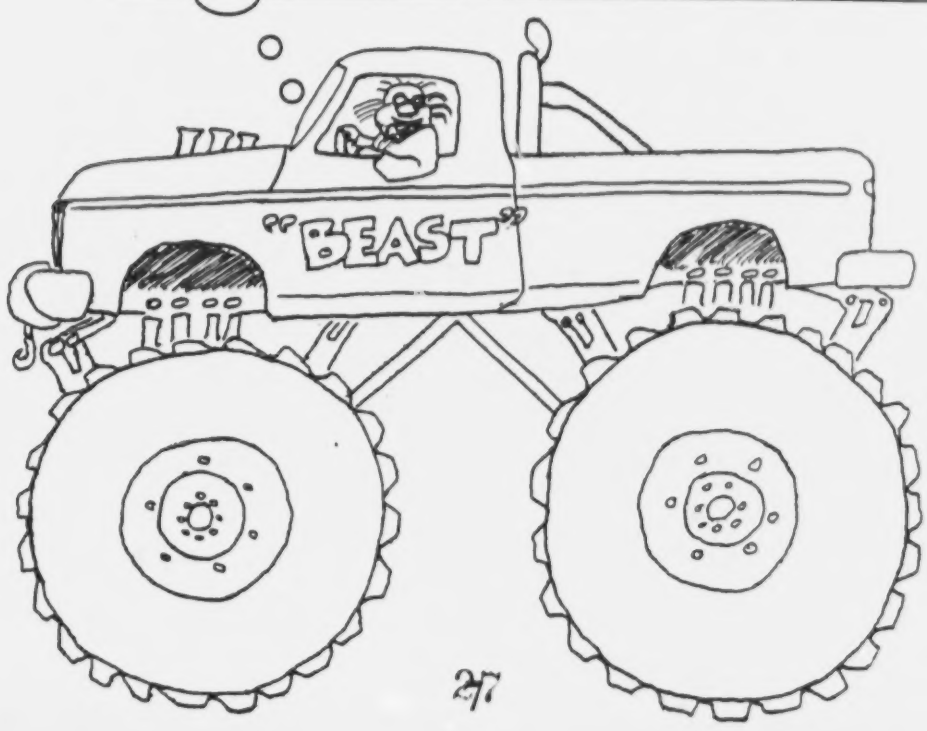
Oh ... Rodney !

What your friends or parents think are some of the emotional factors you might consider.

Some guys like a muscle car to impress their friends.

Safety and reliability can be a big emotional factor.

It may be important for you to trust your car.



You learned alot about yourself.

Good job of checking out your options.

Great decision!

Good plan!

Van Buren Intermediate School District - Van Buren Skills Center, Lawrence, MI 49064

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religon, national origin or ancestry, age, sex, marital status, or handicap.

INTELLECTUAL

Intellectual reasons in buying a car might be resale, how long it will last, what consumer magazines say about it, or the mileage it gets. You may not be able to afford to drive a gas guzzler while you're in high school.

Now make a list of your top car interests, in order of importance to you. (Please list as many as you can think of.)

The next page has a helpful list of car values.

At this point, you should have a pretty good idea about your car values.

What if you were buying a new stereo? What would your top values (P.I.E.) be?

How about a home computer or a career?

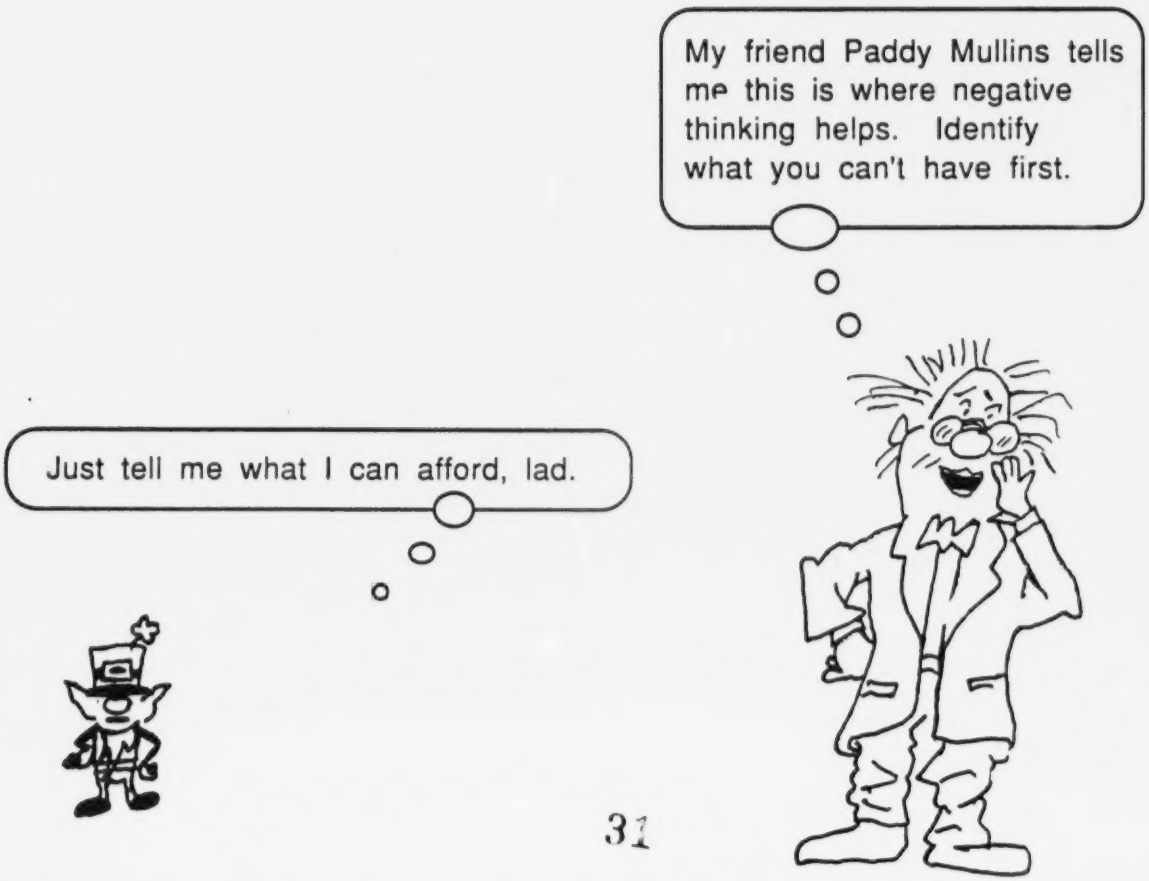
Other Possible Car Values

Tape C D player
Radio
Color
Mileage
Size
How many people
Reliable
Engine size
Mechanically sound
No rust

Type: Sporty, Muscle
Safety record
Good repair reputation
Cost of repairs
Distance to travel to repair
Speed — how fast to get to 60
Good handling around mountain turns
Off road possibilities
Foreign — American

OPTIONS

With your Aunt Gertrude's $2,000.00 , you probably don't have as many options as you'd like. (No Corvettes or 4 x 4's!) It may be easier to eliminate what you can't afford first and then examine the rest in detail.


My friend Paddy Mullins tells me this is where negative thinking helps. Identify what you can't have first.
Just tell me what I can afford, lad.

INFORMATION SOURCES

How would you go about finding out what cars were available to you? In other words, how do you know what's out there?

People — You could ask your friends and family if they know of anyone selling a car.

Ask automotive dealers.

Media — The classified section of the want ads is a great place.

Look at this.

CORVETTE, 1979 — black on black, glass tops, 1-owner From Texas. Low miles. $9400. 372-3188, dlr.

CORVETTE, 1979 — T-tops, blue, tan interior, clean. $8000. 372-3188, dlr

CORVETTE, 1981 — 4 sp., glass tops, low miles, excel. cond., $10,500 372-3188, dlr.

CORVETTE, 1982 — completely loaded, excellent condition. $10,500 firm. Call 1-646-7205 after 5 p.m.

CORVETTE '74 — Maroon 350 V8, auto trans, pwr. windows, PS/PB, excel. cond. with many new parts. Price reduced to $8495. Call 323-8114, after 5pm.

CORVETTE '84 — 12,000 miles, loaded, $17,200 firm. Call 349-6189 before 5 p.m.

CORVETTE '84 — 33,000 miles, new tires, very clean $16,700 firm. Call 673-3600, 8-5 or 372-2825 leave message.

DATSUN 210 SL '80 — 91,000 mi., 5 spd., manual trans., $1500/offer. 342-1916.

DATSUN 280 Z '78 — 2/2, body & mtr excel. cond. no rust, must see. Hi mi., adult driven. $3800/best. 746-4593.

DATSUN 280Z '77 — 1 owner, 56,000 miles, classic silver, auto. $2500. Call 664-5493 after 6pm or leave message

DATSUN 280Z '82 — 5 spd., A/C, elec. clock, tinted glass, PS, pwr. windows, AM/FM cass., t-tops, alloy wheels. $7,400. Must see to believe! See Frank at Harold Zeigler, 385-2600.

DATSUN 280ZX '79 — Excellent cond. 5 spd, A/C. $4,200/best offer 375-8241

DATSUN 280ZX '82 — 5 spd, AM/FM cassette, loaded with options, $7500. Call Terry, Harold Zeigler Lincoln Mercury, 385-2600

DATSUN 510 '81 — 5-spd., hatch, 83,000 mi. $2,000 or best offer. 343-4069 after 4

DATSUN '76 — Wagon. Good tires, brakes, exhaust, motor & trans. Rusty. $250 Phone 323-2337

V.W. RABBIT CONVERTIBLE, 1981 — 5 sp., stereo, cloth int., excel. cond. $4895. 327-2823, dlr.

VOLVO, 142 1969 — 2 door, good and clean, interior good, $595. Edwards Motor Sales 349-7761

VW, 1985 — Jetta GL, A/C, Alloy wheels, low miles, $8,200. 1-962-2258 after 3:30.

VW '68 — Convert, reCond. classic, runs great, looks new, red, $3,500. 375-2535

VW BEETLE '71 — solid, needs minor work. Many extras. $550. 327-1504

VW BEETLE, '74 — new trans., needs some work, $450. Ph. 344-1174

VW SUPER BEETLE '75 — Sunroof, 1600, broken steering, $250. 746-5112 (local).

VW SUPER BEETLE '73 — Southern car, excel. shape. No rust or bondo, good 2nd car. 674-3592, after 5

'71 VW CONVERTIBLE. Needs nothing but turn of the key. Anytime. 964-2454.

WE'RE IMPORT CAR EXPERTS Electrical problems our specialty. Shoemaker's Garage, 345-1071.

204 ANTIQUE, COLLECTOR AUTOS

CHEVY BELAIRE '55 — Lots of extras, no motor. $1,800. 375-5541 after 6.

CHEVY IMPALA '66 — Excel. cond., low orig. mi., new tires, air & more $3500. Ph. 381-1211

CHEVY NOVA '62 — 2 dr post, no motor, body excel., 536 rearend gears, best offer over $1500. 342-9636

CORVAIR MONZA 110 '65 — Very good exterior, excel. int., $1200/best. 375-5792

CAVALIER '82 — 4 dr., auto, PS, PB, air, AM/FM, 1 owner. Call 327-3016, dlr.

CAVALIER, '82 — 4 door, 4 speed, AM/FM, good cond. $1695. 381-6264, 327-4461.

CELEBRITY '84 — V-6, 4 dr., 105,000 mi., very good cond., $3200, 383-9222, 8-5.

CHEVETTE '77 — standard trans., excellent cond. $1100. Call 343-2719

CHEVETTE '84 — 4-dr. hatch, 41,000 mi, like new, $2,700/best offer 679-4846.

CHEVETTE '86 — 2-dr., stereo w/ cass., sunroof, 16,000 mi. $5200. must sell 344-8879

CHEVETTE LS '84 — 4 dr. auto, AM/FM, 31,000 mi., 1-owner. 327-3016, dlr.

CHEVROLET CAMARO IROC '86 — Z-28, auto, stereo w/cassette, air, cruise, tilt and much, much more. Krum-Hallam Chevrolet, Vicksburg, 649-1003.

CHEVY Z28 CAMARO '84 — excellent condition, 1 owner, call Ray, 381-5800, dlr.

CHEVY '72 — Monte Carlo; '67 Chevy Belair, 2 dr. Just back from Alabama. Can see Sat. & Sun. at 22711 S M-40, Gobles. 628-4336.

CHEVY CAPRICE '85 — 4 dr., auto, V-8, air, stereo, super clean, 26,000 miles! $8988 Allegan Chrysler Plymouth Dodge, 673-6665 or 345-8026

CHEVY CELEBRITY WAGON, '84 — Top cond.! PB, PS, AM FM, air, V-6. Great value. Ph. 685-8236

ESCORTS '83 — Several models to choose from. All nice! 629-4104 dlr.

FIAT '79 — X1/9, 5 spd., removable hardtop, body excel., runs very well, black. $3500. Call 344-1285.

FIREBIRD '84 — T tops, new paint, equalizer, real clean, $6,500. 342-0181.

FIREBIRD SE, '84 — V-6, 4 spd., auto. OD, Sony stereo, T-tops, black w/grey int., new eng. Pay balance of $8000. Call 375-9816.

FORD '73 — 4-door, runs great, very dependable. $400 or offer. Call 349-7487.

FORD CROWN VICTORIA, '86 — One-of-a-kind! V-8, padded top, air, tilt, cruise, AM-FM stereo & tape, spoked mag wheels, Pwr. windows, locks & mirrors. Computer, leather trim & more! Outstanding condition! Ph. 685-8236.

FORD ELITE '76 — Good condition, 2 dr., auto., AM/FM. $700, 327-9638.

FORD ESCORT '83 — 2 dr., front wheel drive, 5 speed, stereo, cloth interior. Krum-Hallam Chevrolet, Vicksburg, 649-1003.

FORD ESCORT '83 — Wagon, auto., cruise, stereo. $3988. Allegan Chrysler-Plymouth-Dodge, 673-6665 or 345-8026.

FORD ESCORT, '85 — 33,000 mi., 4 dr., rear defroster, excel. cond., $4400 342-2437.

FORD ESCORT '85 — 2 dr. h.b., front wheel drive, 4 cyl., 4 spd., AM/FM cass. Pmts. of just $101.50 per mo. w/only $495 cash or trade down payment to qualified buyers. (48 mos. at 9.75%) Kooper's quality autos in Richland, 629-4979.

OLDS CUTLASS '81 — Brougham, high mi, many new parts, $2500/best. Call days, 343-8582

OLDS CUTLASS '83 — diesel, loaded, elec. sunroof, V-6, excel. cond., 29,100 miles. $6000. 344-4049

OLDS CUTLASS CIERA '83 — 4 dr., A/C, PS, PB, AM/FM. $4300. 388-3167.

OLDS CUTLASS SUPREME '74 — 350, runs great, $800/best. Ph. 323-8057

OLDS DELTA 88 '83 — Sharp, loaded, excel. cond. Call 381-2564, after 4pm

OLDS DELTA 88 ROYALE, '77 — V-6, 2 dr., full pwr., A/C. $1850. 323-2953 after 6.

OLDS DELTA ROYALE '80 — 2 dr., V8, no rust, excel. cond. $2,900. 327-7682 after 3

OMEGA, '78 — 4 dr., 250, 6-cyl., auto., excel. cond., $1000. Ph. 381-4123.

PHOENEX '84 — Excel. cond., 4 dr., air, AM/FM, asking $3895, 385-4769 eve

PHOENIX '77 — Runs good, looks great, must sell soon! $800. Please call, 385-4993.

PINTO '80 — 4 spd, AM/FM, runs great, high mi., $500. Ph. 657-2886

PLYM. TURISMO '83 — Black, air, AM/FM, sunroof, new radials, excel. cond, asking $4500, 385-8914

PLYMOUTH '81 — Reliant, 4 cyl., 4 speed, front WD, $2,500. Call 1-435-3975

PLYMOUTH CHAMP '80 — 120,000 mi., $500 as is. Call 345-6855 after 5pm.

PLYMOUTH CHAMP '81 — 1 owner, excel cond., new brakes & tires. A great little car! $2400. 345-4441/382-0547

PLYMOUTH HORIZON '79 — Runs good, looks great. $1,200. 344-4381.

PONTIAC 6000 STE '85 — Like new, low miles, $11,500. Ph. 1-467-7308

SPECIFIC OPTIONS

For the sake of this activity, let's say you've narrowed the search down to three vehicles you can afford. With the help of Sherri, Chiemi, Rod, and Mike, we've located these cars.

The next step is to get information about these.

Whom can you go to for information?

What can you use for information?

SPECIFIC INFORMATION SOURCES

Sure you should test drive it. It might be great now, but what about in two months.

People you could ask are the owners, mechanics, car dealers, and friends that have similar vehicles.

Things you could use are magazines, like Consumer Reports, Road and Track, Car and Driver and the Blue Book (for values).

What information could you use to find out about stereos?

Home computers?

Careers?

Here are excerpts from Car and Driver on those three vehicles.

1987 ESCORT

4 cylinder engine
Mileage: 25-30 m.p.g
Color: Red
Price: $1,999.00
Miles: 35,000
Seating: 4
Hatchback
One owner
city driving
Some expressway

1983 GMC TRUCK

289 V-6 engine
Mileage: 10- 18 m.p.g
Color: Gold
Price: $2,000.00
Miles: 55,000
Seating: 3
Payload: 1/2 ton
Country driving

1976 CHEVROLET WAGON

192 in-line 4 engine
mileage: 15-20 m.p.g
Color: White/wood trim
Price: $1,100.00
Miles: 75,000
Seating: 6

Now it's time to make some decisions!

DECISION MAKING

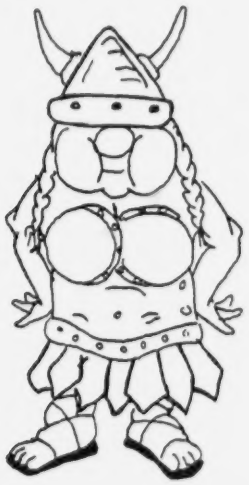
How do you usually make decisions? Do you flip a coin, ask your parents, or read a horoscope?

We have a good method you could use to pick the best car for you!

Use the chart in your Car Kit.

	10	10	10
	9	9	9
	8	8	8
	7	7	7
	6	6	6
	5	5	5
	4	4	4
	3	3	3
	2	2	2
	1	1	1
TOTALS			

Elke Saurbraten is trying to make the same car decision you are. She used this chart. (It's in your Car Kit)



	10	10	10
	9	9	9
	8	8	8
	7	7	7
	6	6	6
	5	5	5
	4	4	4
	3	3	3
	2	2	2
	1	1	1
TOTALS			

Here's Elke's list of values.

VALUES			
Sporty looks			
Mileage			
Power			
Cost			

She listed her options at the top

VALUES	CHEVY	FORD	TRUCK
Sporty looks			
Mileage			
Power			
Cost			
Totals			

She compared her values to each option.

VALUES	CHEVY	FORD	TRUCK
Sporty looks	(10)	10	(10)
Mileage	9	(9)	9
Power	(8)	8	(8)
Cost	(7)	(7)	(7)

If the value is satisfied by the option, she circled the corresponding number.

Notice on Elke's list, both Chevy and the truck satisfied her need for a sporty looking vehicle, so she circled both of their 10's.

The Ford, with its 4-cylinder engine, was the only one that satisfied her need for good mileage, so only its 9 was circled.

Finally, she totaled the circled numbers in each column.

VALUES	CHEVY	FORD	TRUCK
Sporty looks	(10)	10	(10)
Mileage	9	(9)	9
Power	(8)	8	(8)
Cost	(7)	(7)	(7)
Totals	25	16	25

Using the key (page 22) for four values, a score of 25 is just "O.K." and 16 is a "Bad" decision.

Now do yours. If you are not sure if one of your values is satisfied, ask a friend in class who knows about cars or ask the teacher.

1) List your values in order of importance on your chart under car values.

2) List your options: Ford, Chevy, Truck.

3) Compare them using the information on page 14.

4) Use the key to evaluate your decisions.

Well, Elke ended up with two vehicles that were O.K.—the truck and the Chevy.

I hope you found a good one!

Remember, whenever you make a decision, it's good to compare yourself to your options.

Would this strategy work for other kinds of decisions?

Now that you know what you want, make some plans to get it...

PLANNING

Let's say you've made a good decision about one of the cars. The next step is to develop a step-by-step plan to get that car home.

FORMULA FOR YOUR FUTURE

Student Text

Work Worries

INTRODUCTION

IN THE NEXT COUPLE OF YEARS, YOU WILL HAVE TO MAKE A NUMBER OF BIG DECISIONS. SOME OF THE DECISIONS YOU WILL MAKE MAY INCLUDE: WHAT CLASSES TO TAKE IN HIGH SCHOOL, WHAT CAREER TO PREPARE FOR, IF AND WHERE TO GO TO COLLEGE, WHOM TO MARRY, DOZENS OF DECISIONS.

But how do we learn about ourselves?
How do you check out options?
But how do you make right decisions
How do you develop a plan?

Instructions:

The first unit you will go through is **Self Awareness.**

As you go through each section, if you think of anything that's important to you, please write it down on your ingredients list. Later, you will enter some of the most important items in your **Student Workbook.**

The second unit deals with **Option Awareness.** In this section, you will explore career possibilities.

The third unit is **Decision Making.** In this section, you will learn how to compare your interests to your options.

The fourth unit is **Planning,** a step by step way to get you where you want to go.

SELF AWARENESS

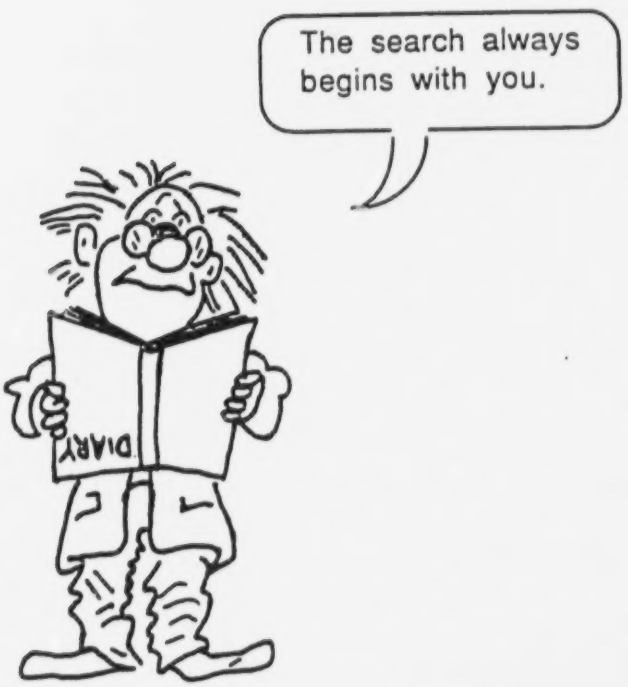
When you start to gather information about yourself, the first question you should think about is, "**What am I interested in?**" In other words, what do you want to do?

Do you have any idea what career activities you might enjoy someday? For example, do you want to work with people? Do you need to make a lot of money? What exactly do you want out of a career?

The more work experience you get, the easier it is to identify your values or interests. If you've done any babysitting in the past, you probably have some idea about whether you'd like to work with children or not. If you've helped your dad or older brother work on the family car, you may have an opinion about doing mechanical work for a living.

Take a few minutes to fill out the review sheet on page 1 of the **Formula For Your Future Student Workbook.**

Now that you have filled it out, what do you think? If you have had a lot of work experience, the page is probably pretty full.



As you think about yourself, think about:

THE PHYSICAL YOU

THE EMOTIONAL YOU

THE INTELLECTUAL YOU

You may have had a tough time filling out the section on your career interests and abilities. The reason probably is because the best way to know about yourself is through **experience.** When you're a teenager, you may not have had enough experiences to know the full range you might really **like** or really **dislike.**

Two ways of knowing about yourself are by taking a test or through experience. We're not able to give you all those experiences in the next week or so, but the next best thing is to have Sherri, Chiemi, Rod, and Mike try some things out for you.

As you watch them try different activities, think about whether you like or hate it (interest),and whether you are good at it or not very good at it (abilities).

You can write the items down on your **Formula Ingredients Sheet** that looks like this:

NAME _____

FORMULA INGREDIENTS SHEET

	LIKE	DISLIKE
INTERESTS		
	EASY	**HARD**
ABLITIES		

Here's an example of Gizelle's list. She likes working with people, but doesn't get along with others.

NAME Gizelle Knockworst

FORMULA INGREDIENTS SHEET

	LIKE	DISLIKE
INTERESTS	Work with People	Using Office Equipment
	Make Money	
	Work Outside	
	Using Tools	
	EASY	**HARD**
ABLITIES	Writing	Getting Along With Others
	Reading	Math
	Art	

O.K., grab your list. Sherri, Chiemi, Rod and Mike...try some of those different activities.

PHYSICAL INTERESTS AWARENESS

When you think about your physical interests in a career, the main areas to consider are:

1) **PHYSICAL ENVIRONMENT**
2) **PHYSICAL ATTIRE**
3) **PHYSICAL ACTIVITIES**
4) **PHYSICAL DUTIES**
5) **PHYSICAL SCHEDULES**

PHYSICAL ENVIRONMENTS

You could find yourself working in a variety of settings. You could work indoors or outdoors, or you could have a little of both.

Further, outdoor jobs could be on a farm or construction site. Indoor jobs might occur at a factory, office, school, store or shop area.

PHYSICAL ATTIRE

What you wear when you are working may be important to you. Perhaps you don't care what you wear as long as you are working. Try to picture yourself in some of these apparel styles.

PHYSICAL SCHEDULE

What kind of pace do you want to have to work at?

Is work schedule important to you? Do you want to be able to work at your own pace? Do you work best under pressure? Do you want a lot of independence? Think about it.

PHYSICAL ACTIVITIES

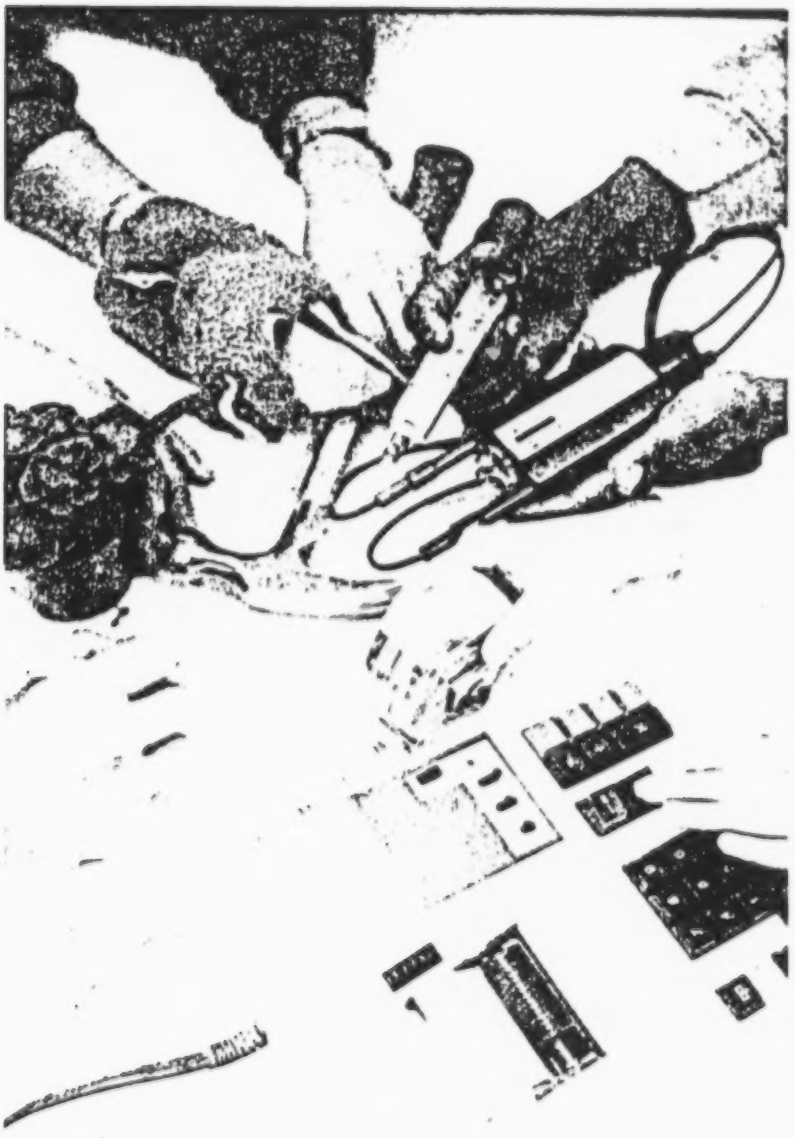
Is the amount of lifting, bending, stooping, and kneeling and climbing you do in a career every day important to you? Each day, would you like to have lifting feats or would you rather just barely have to move your feet?

If some of the physical activities are important to you, make sure that you add them to your shopping list.

The lesson here, you have a choice, just speak right up and raise your voice.

PHYSICAL JOB DUTIES

What activities are important to you when you use your eyes and hands together?



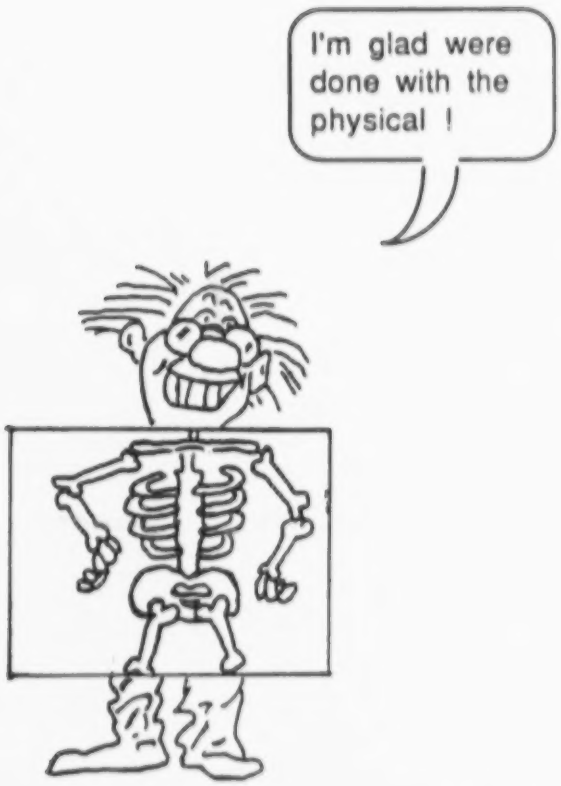
With any decision you are considering, you can begin with what is important to you physically.

If you were selecting a CAR, your physical interests might be the size, shape or color of the vehicle. If you were selecting a college, your physical interests might include the size of the institution, how far away it is from home or the average class size.

If you were picking a date, your physical interests (keep it clean), might include the color of his/her hair, height, or physical appearance.

As you can undoubtedly see, whenever you start to solve an important problem (like selecting a career), it's a good idea to start by looking at what's important to you physically.

The specific physical areas you thought about were environments, attire, activities, duties, and schedule. Now we can look at some of your other interests.



EMOTIONAL INTERESTS

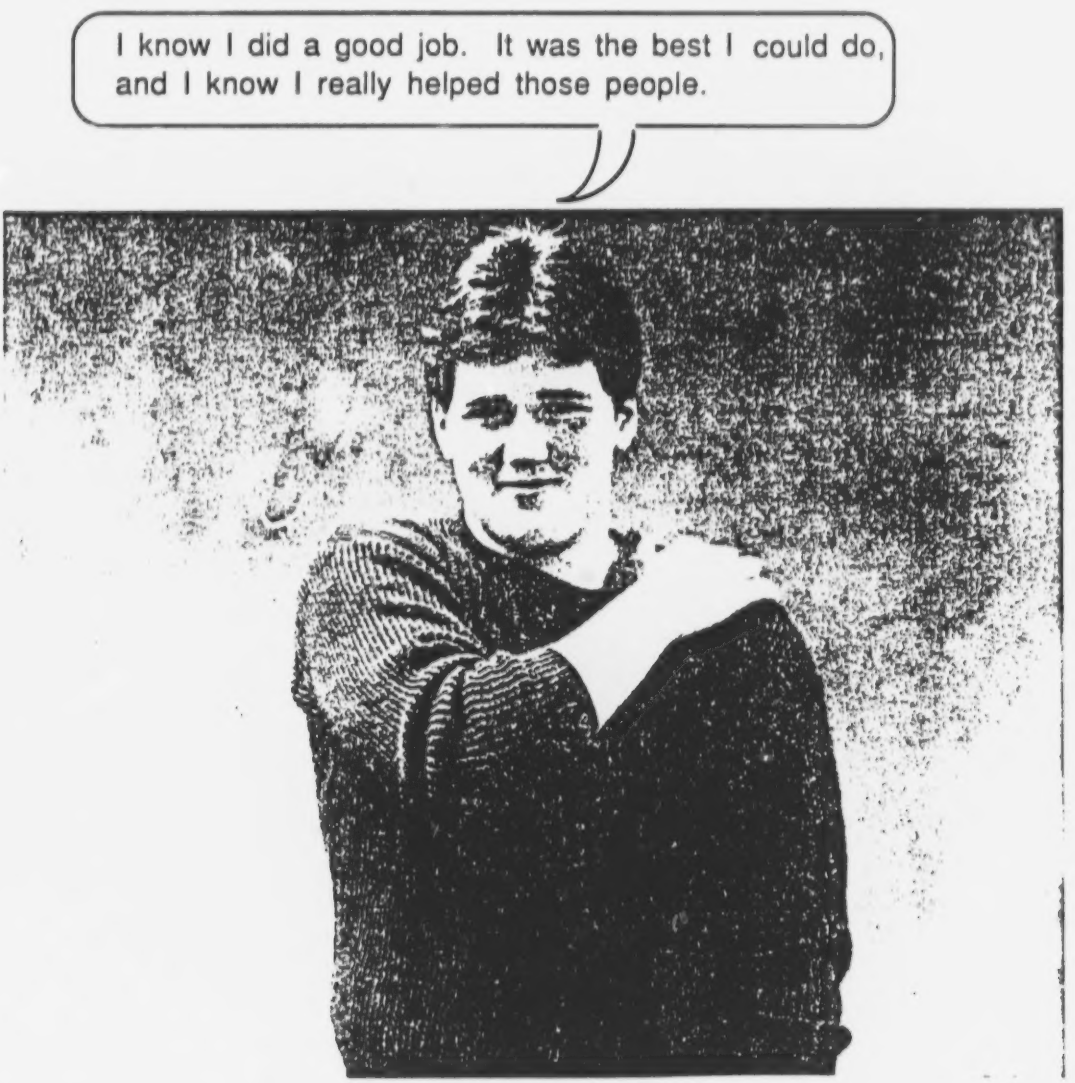
The next area is a very important one to consider when facing a problem, whether it involves selecting a career or deciding what house to buy.

Emotional factors involve your feelings about the situation or the ways you like to feel. When the problem you are facing is career choice, then the two emotional areas you need to consider are the "rewards" you are looking to get out of a career and the way you like to feel "interpersonally". **Again, the two emotional areas we look at in a career choice are personal and interpersonal values.**

When you think about a career, what are some of the rewards you would like to get?

Is it important for you to take pride in what you do no matter what anybody else says or does?

PERSONAL PRIDE



INTERPERSONAL PRAISE OR RECOGNITION

Do you need to have other people tell you when you've done a good job?

Thanks for getting those assignments done. Nobody could have done as good a job on that as you did.

In some careers, you are likely to get recognition from others. In many careers, you'll be lucky to get a thank you.

PRODUCT REWARDS

Is seeing something you've completed, like a finished product, important to you?

In some careers, you can see the results of your work every day. In other jobs, it may be months before you can see the fruits of your labors. In some cases, you may never see the result of your work.

MATERIAL REWARDS

Are material rewards from others motivating to you?

Those rewards include being well paid, having an impressive title like "Boss", or being able to advance rapidly in your career.

Some careers offer high pay but not many other rewards.

INTERPERSONAL RELATIONS

The other area of emotional interest involves your relationship with other people. Other people in his case are your coworkers, bosses, customers, clients, patients, students, etc.

Here are some sample types of relationships. If you see something that strikes your interest, you nay want to jot it down on your list of ingredients.

WORK ALONE

Would you be more effective working by yourself or with only occasional disturbances from other people? This does not imply that you don't like others, only that you work more effectively without people interrupting your work.

COWORKER CONTACT

Maybe you would get too lonely working by yourself. Perhaps you do better working **independently** of others, and yet still be **in the presence of others,** like in an office setting.

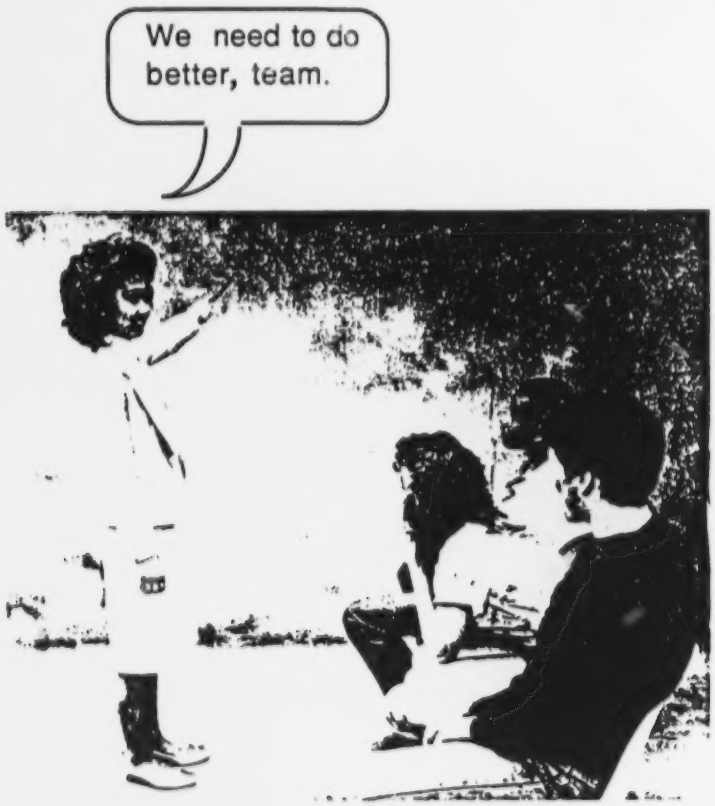
Many careers let you work independently, such as when you are working on a computer, but you still have others around also working independently.

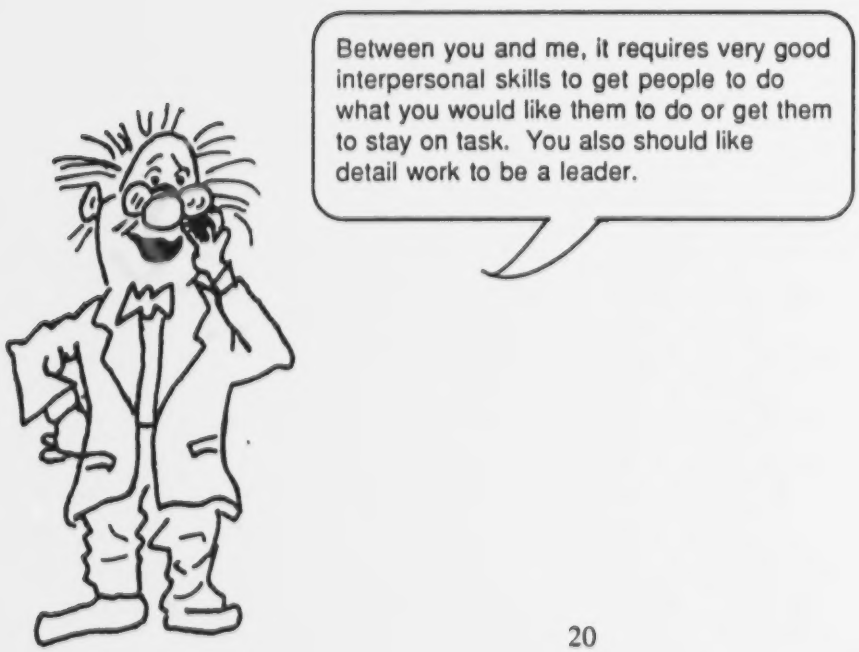
CUSTOMER CONTACT

Do you think you would need direct people contact as a large part of your work? This contact could involve answering customer questions, taking orders, talking people in to buying something, or helping people locate items they wish to purchase or consume.

SUPERVISORY CONTACT

Maybe you think you have some leadership ability, and you like making decisions and helping other people organize their tasks. Maybe you would not mind monitoring their work to make sure they accomplish what they are supposed to. Supervisory relationships may appeal to you.




Between you and me, it requires very good interpersonal skills to get people to do what you would like them to do or get them to stay on task. You also should like detail work to be a leader.

NURTURING CONTACT

Do you like to listen to people, help them out, or teach them something new? Do you enjoy helping people solve problems?

This type of contact with people requires a lot of patience. People can give you a real headache sometimes ... get me this, do that, another drink of water, change my diaper ...

What do you think so far? Were you able to identify some personal and interpersonal interests that were important to you ? Did you add them to your shopping list?

Emotional factors will be **very influential** in any **MAJOR** problem you will be faced with in your life.

If you were choosing a car, your emotional interest may include what your parents think of it, or your buddy's opinion or your sweetheart's opinion. Car advertisements really appeal to our emotional interests.

If you were selecting a college, emotional factors may be how expensive the education is, the reputation of the school, the social activities, or if you have to live far away from home.

If you were selecting a date, you would probably consider his/her personality and how it matched your particular temperament.

Now, at this point, you should have quite a few physical and emotional interests written down on your list of ingredients.

INTELLECTUAL INTERESTS

Whenever you are trying to identify the things that are important to you, it's good to think about your intellectual interests. Of the 12,000 hours you will spend in school (K-12 grades,) most of that time is spent doing intellectual activities. Intellectual activities are types of thinking you do. You really do spend a lot of time using your brain. So when you think of 90,000 hours (in a career) of brain drain, what do you want to apply your brain to?

What school subjects do you enjoy the most right now?

What intellectual things are you best at?

In this section, the intellectual areas we will help you look at are your language arts interests, your scientific interests, your technical skills interests, artistic interests, and clerical interests.

LANGUAGE ARTS INTERESTS

Do you enjoy the types of activities you get to do in English, speech, history or, social studies?

Do you like the types of activities you do in a church group, service or social club?

I enjoy reading to get more information.

I enjoy writing. I get a chance to express my thoughts to others.

Speaking in a group gives me a chance to express my ideas to a lot of people.

SCIENTIFIC INTERESTS

Perhaps you have done well in science classes. Maybe you enjoyed using math problems or mixing chemicals together to get a new compound. There are a lot of neat opportunities to use both math and science in many career areas.

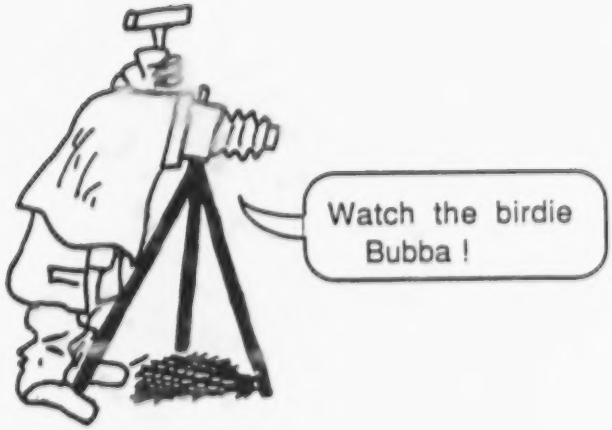
I enjoy scientific procedures to solve problems.

I like using basic math to make account books balance. It's fun using addition and subtraction skills, especially on a calculator or computer.

Was it $\pi=R^2$ or Pie are round?

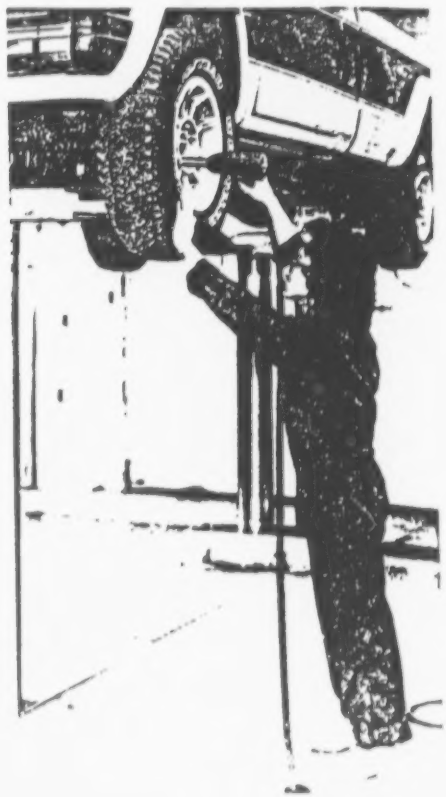
ARTISTIC INTERESTS

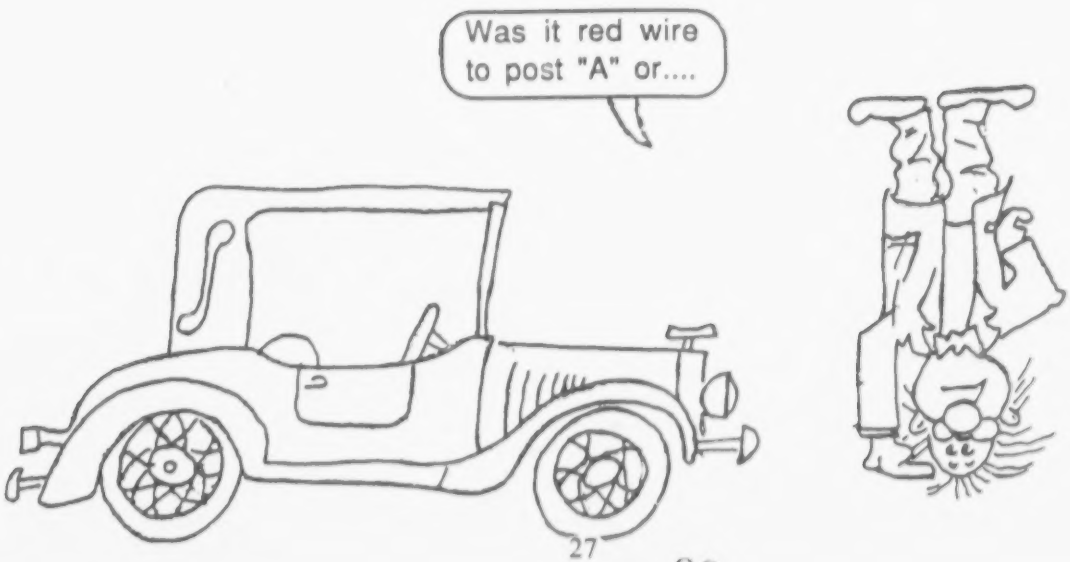
Do you enjoy creating pictures on paper or canvas? Do you like putting colors together in an attractive manner? For a lot of people, art allows them to express themselves. Are you interested in using a camera to capture and record important visual statements?



MECHANICAL INTERESTS

Would you like to use tools and equipment to make and repair things? Do you like to work with wood, metal or plastic? Do you like to use your mind to figure out how engines work or should work?





CLERICAL INTERESTS

Are you interested in organizing information and using a keyboard to manipulate words or numbers? Would you enjoy filing folders alphabetically? Do you like to proofread to find and correct mistakes?

At this point, you should have a pretty good assortment of interests written down. Your list should include all of the physical, emotional and intellectual activities that are important to you.

The next thing to do is to look at your shopping list, identify the **TEN MOST IMPORTANT ITEMS** for you, and write them down, **IN ORDER OF IMPORTANCE,** on page 4 of your "Formula For Your Future Student Workbook".

Remember, for any problem you are faced with in life, the place to **start** is **with yourself.** The first question you should always ask yourself is, **WHAT'S IMPORTANT TO ME?**

1) When you look at yourself, what three dimensions should you examine?

2) Using those three dimensions (P.E.I.), list some interests you might have for these problems.

What car should I buy?

What college should I go to?

In order to help you get an even better handle on some of your intellectual abilities, your teacher may have you take a test. The test might be either the Career Ability Placement Survey (CAPS) or the Differential Aptitude Test (DAT). After you take it, you can record the results on page 5 of your student workbook.

Interests

PEOPLE CONTACT

1. Work alone
2. Be around other people while working
3. Work on a team
4. Work with animals
5. Serve customers
6. Persuade people to buy or do things
7. Teach people
8. Advise or counsel others
9. Supervise the work of others

DATA CONTACT

1. Do work that involves reading
2. Copy and record information
3. Do writing on the job (memos, letters, articles)
4. Operate office equipment (typewriter, calculator, computer)
5. Do math computations as part of the job
6. Analyze information (charts)
7. Do drawing, photo and artwork as part of job
8. Work with ideas or concepts
9. Plan and organize or schedule activities

TOOL CONTACT

1. Operate hand tools (hammers, gauges, ect.)
2. Operate power tools (scopes, drills, saws)
3. Set up equipment
4. Repair equipment (motor, appliances, machines)
5. Use equipment to manufacture products
6. Operate large industrial machines
7. Drive machinery (cars, trucks, fork lifts)

Rewards

1. Take pride in what you do
2. Be one of the best at your job
3. Get promoted
4. Make a lot of money
5. Have an impressive title
6. See the results of your work
7. Get praise from others

Abilities

Your People Skills

Attendance	Getting Along	Sales Ability	Teaching Others
Talking to Groups	Helping People	Taking Criticism	Leadership

Your School Performances

Art/Music	Shop	Business	Soc. Studies
Math	Science	Reading	Writing

Your Physical Fitness

Sitting for long Periods	Standing for ever	Working with Hands	Fine Finger Dexterity
	Be Physically Active	Do Heavy Lifting	

OPTIONS

In Unit One you got a lot of information about yourself. Specifically, you gathered a lot of information about your interests and abilities.

Whenever you have a problem to solve, you start with yourself, and after you know what's important to you, you can begin to gather information about your options.

Choices are the different options you are faced with.
What career areas (options) are you thinking about now?
How long have you been interested in that area?
Did you like something better when you were younger?

In this unit we will consider different career and educational areas. You will have a chance to explore a number of career areas, depending on your age, experience, and the school you go to.

CAREER OPTIONS

When considering a career, most people should start by looking at people, data, and tools headings.

There are 20,000 jobs in the United States. It would take you forever to explore all 20 K (20,000) so it's best to divide the search up. The first heading division is in to **people**, **data**, and **tools** (things). For younger students or for people considering their career options for the first time, P., D., T. is the division for you.

PEOPLE CAREERS — work with people in a variety of ways teaching, protecting, nurturing, persuading or serving.

DATA CAREERS — work with facts, information, statistics, words, ideas and/or concepts.

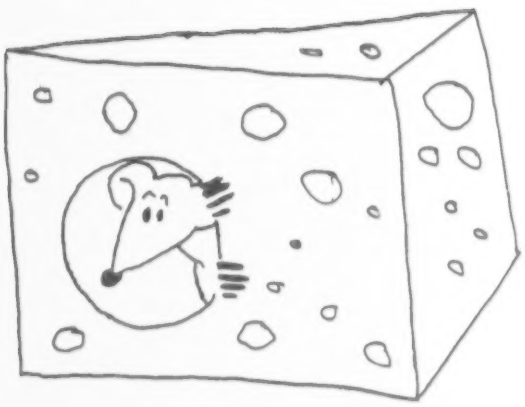
TOOLS CAREERS — work with power and hand tools, building, repairing and maintaining.

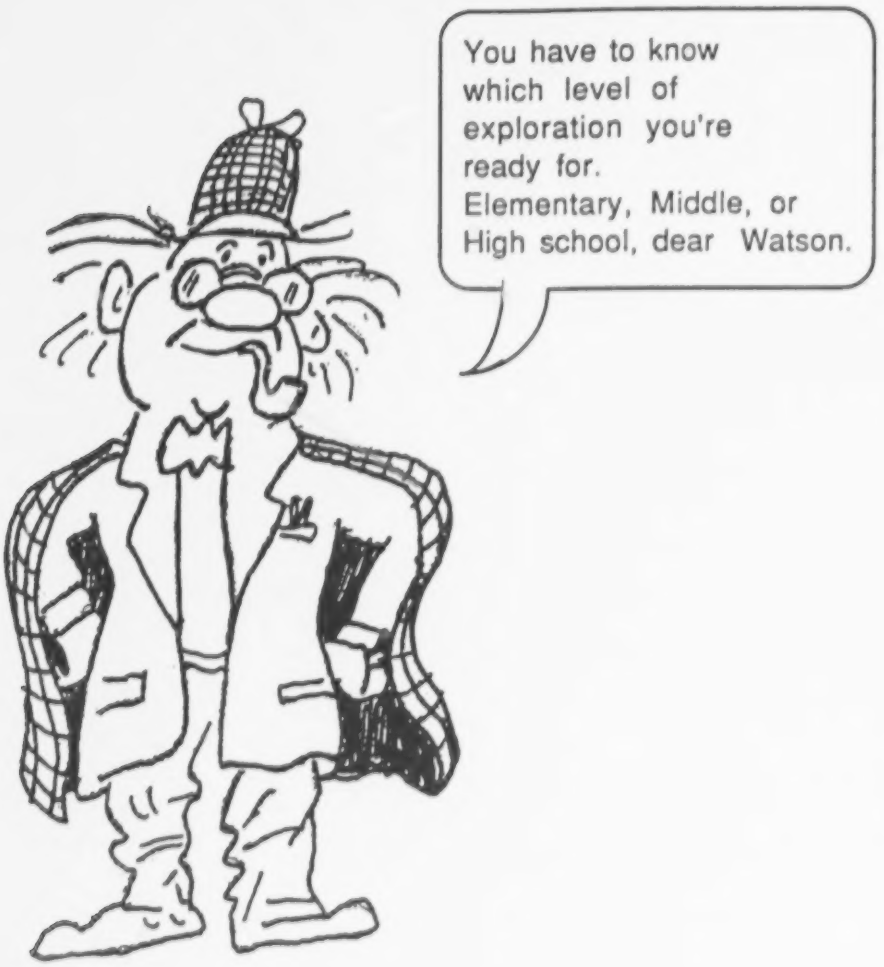
CLUSTERS

A finer cut at career exploration is to consider career clusters. Clusters are groups of similar jobs. There are eleven clusters:

AGRIBUSINESS
BUSINESS & OFFICE
COMMUNICATIONS & MEDIA
CONSTRUCTION
FINE ARTS & HUMANITIES
HEALTH
MANUFACTURING
MARKETING & DISTRIBUTION
SCIENCE & TECHNOLOGY
SERVICE
TRANSPORTATION

All 20,000 jobs can be organized under those eleven clusters.





Cluster career exploration is good for people that have some career information but are not ready to be pinned down to a specific career choice.

Usually, if you are in grades 7-10, clusters are a good place for you to do some heavy duty investigating.

SPECIFIC CAREERS

This is the group of 20,000 jobs. People are most familiar with this heading. The titles are familiar to all of us, butcher, baker, candlestick maker—and there is more information available to you on specific careers.

Specific career exploration is good for the people who have good work experience, know quite a bit about themselves and are in general, "career mature." Generally, students in grades 10-12 are ready to do specific career study.

SOURCES OF INFORMATION

Whenever you explore your options, no matter what problems you are faced with, there are two information sources, yourself and others.

YOU

What you have done through work experience or prior learning is important information. Sometimes you can be your own source of information. In most cases though, you will need to or want to consult other sources of information. Or you could find out by actually trying out some job activities in different career areas.

OTHERS

Other sources of information are made up of people that can tell you about careers and media sources of information about careers.

People

People who have worked in the area in which you're interested can give you information about careers. For example, if you are interested in welding, you may want to talk to a relative of yours who is a welder, a friend who welds, an employer or someone else in the welding business.

Media

There's a lot of written material about careers as well as filmstrips, movies and microfiche on careers. A good place to find most of this information is in your school or public library.

To use the library, you need to be able to find things alphabetically by using a card catalog, or you can ask a librarian.

In this unit, the information sources you use will vary depending on how much time your teacher wants to spend on it.

If time is a factor, you may just read about it for now. If you have the time, you may get a chance to try some careers out.

The rest of this unit is set up by heading of career specificity.

If you want cluster information, read pages 37 to 43.

To identify specific career information, you can turn to pages 44 through 57.

CLUSTER EXPLORATION

Just as in the last chapter, Sherry, Chiemi, Rod and Mike will help you explore the eleven different cluster areas. After you read the cluster descriptions, please rank order them on page 6 of the **Formula For Your Future Student Workbook.**

In order to rank order, you will write down a 1 in the box beside your favorite cluster on page 6. Next, write 2 in the box beside your next favorite cluster and continue through 11.

AGRIBUSINESS

Jobs in this cluster deal with growing, raising, mining, harvesting, or selling natural resources such as wood, coal, livestock, and crops. People in these careers work outdoors, are physically active, and usually wear casual clothing.

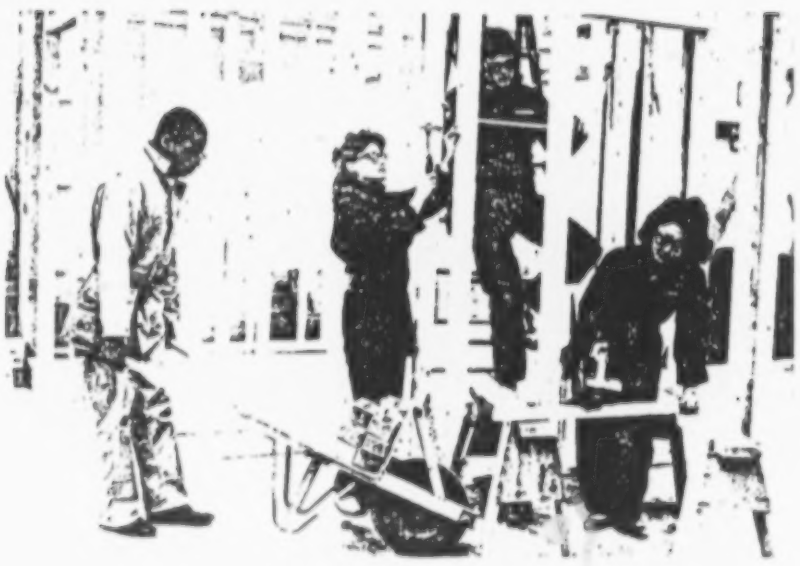
BUSINESS/OFFICE

These are indoor office jobs dealing with typing, answering phones, operating computers, computing numbers and office managing. People in Business and Office jobs deal with data or paperwork and usually dress up.

COMMUNICATIONS AND MEDIA

This group of jobs involve designing products, laying out artwork, pasting up copy, making plates and other printing, art and photo work.

CONSTRUCTION



Jobs in this building trades cluster deal with measuring, nailing, and cutting with hand and power tools. Construction workers build homes, garages, commercial and industrial buildings, and do bricklaying, carpentry, electrical and roofing work activities. People often work outdoors and are physically active.

FINE ARTS AND HUMANITIES

This cluster includes creative jobs such as artist, musician, novel writer, and entertainer. People working in this area are highly disciplined, talented and enterprising, as most workers create their own jobs. For most people it is a leisure time activity.

HEALTH

This cluster includes occupations in a medical or laboratory setting dealing with admitting, diagnosing and treating sick or injured people. People with careers in this cluster may work in prevention jobs that are concerned with discovering and investigating the causes and cures of diseases. People in this career generally wear uniforms.

MANUFACTURING

Jobs in this cluster involve making products from wood, metal, plastic, or other materials using machinery and equipment. Some duties involve reading blueprints, measuring, cutting, molding, and joining together pieces of metal. Workers should like to operate machinery.

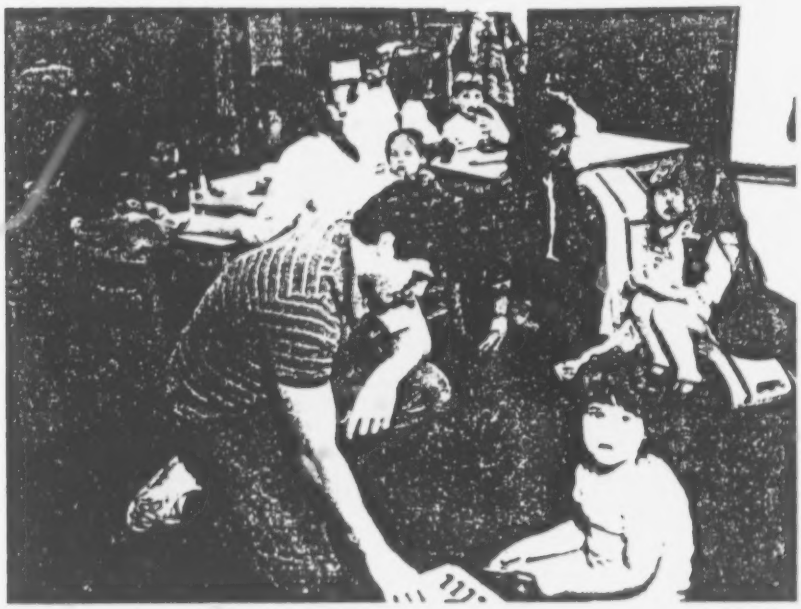
MARKETING AND DISTRIBUTION

Marketing jobs involve selling, packaging, promoting, and displaying merchandise as well as doing inventory work. People in marketing jobs usually dress up, work indoors, and should like customer contact. Food preparation and service jobs are also included in this cluster.

SCIENCE AND TECHNOLOGY

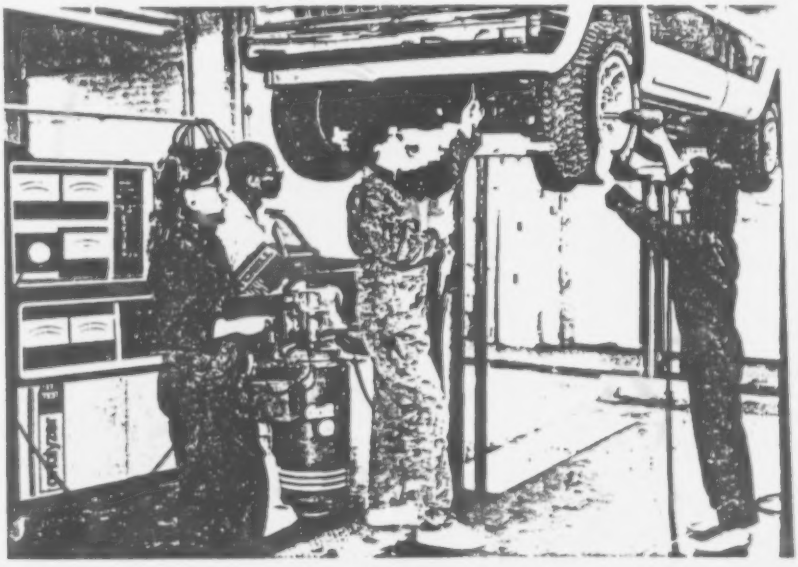
Jobs in this cluster fit in the categories of life sciences, physical sciences, and applied sciences. Many workers in these career areas do research in laboratories or work in jobs that involve repairing radios, televisions, furnaces, or air conditioners. Many install or repair electrical equipment in industrial or residential settings. People in science and technology should like working with ideas and repairing things.

SERVICE



This cluster is made up of two categories. **Public** service jobs involve helping people by protecting, teaching, advising or counseling them. **Personal** service jobs involve maintaining buildings and caring for clients' appearance, apparel and possessions. Workers in these careers should like working with all kinds of people. They usually dress up or wear uniforms.

TRANSPORTATION



This group of jobs involve operating and repairing vehicles. Jobs in this cluster involve driving, directing, navigating, and piloting as well as maintaining and repairing trains, boats, planes, cars, and other vehicles. People in this career need to work independently and enjoy using their hands.

AGRIBUSINESS AND NATURAL RESOURCES

BUSINESS & OFFICE

COMMUNICATIONS & MEDIA

CONSTRUCTION

FINE ARTS & HUMANITIES

HEALTH

MANUFACTURING

MARKETING AND DISTRIBUTION

SCIENCE & TECHNOLOGY

SERVICE

TRANSPORTATION

Now rank order the clusters on page 6 of the Formula For Your **Future Student Workbook**.

At this point, your teacher may have you do work simulations for your favorite clusters using **Minute Masteries**. These contain two or three simulated job activities for each cluster. They also give you some feedback on how well you did.

AND/OR

You may get a chance to go to the Van Buren Skills Center and try some "hands on" experiences in your favorite clusters. You may get a chance to try welding in Manufacturing or takevital signs in Health. Pretty exciting stuff! Usually, students get to spend 30 minutes in three different clusters (90 minutes all together).

You should be a cluster expert by now, and most of you will be ready for Unit 3, Decision Making.

If you are ready to consider specific careers (10th grade or older), keep reading.

SPECIFIC CAREERS

The best source of specific information on careers in Michigan (other than actually working in the job), is Michigan Occupational Information System (M.O.I.S.). M.O.I.S. has information on hundreds of careers. The information is very current as they update it each year. M.O.I.S. tells you about:

Nature of job
Job description
Duties
Outlook
Salary
Educational requirements

Before you use M.O.I.S., you should have some questions ready. To do this, convert your interests and abilities, pages 4 and 5 in your workbook, to questions on looseleaf paper.

Ernst converted these values:

1. Money
2. Help Others
3. Finished Product
4. Math

to these questions:

How much **money** do you make?

Is there an opportunity to **help others**?

Do you see a **finished product**?

Do you have to be good at **math**? (How good?)

Now that you have your questions ready, and before you charge right into the M.O.I.S. index in your library or career center:

A) List your three favorite clusters in boxes 1, 2, and 3 on page 7 of your student workbook.

B) List how much education you want (in order of importance) in boxes a, b, and c on page 7.

Note: Choose from:

College
Community College
Private Vocational School
Van Buren Skills Center
On-the-Job Training

At this stage, Heinz' chart looked like this:

		1 BUS/OFFICE	2 CONSTRUCTION	3 HEALTH
a	Van Buren Skills Center			
b	Community College			
c	College			

The next step is to use the guide on the next ten pages and pick interesting jobs that you could do in your favorite clusters with different amounts of training.

Now Heinz' chart looked like this:

		1 BUS/OFFICE	2 CONSTRUCTION	3 HEALTH
a	Van Buren Skills Center	Secretary	Laborer	Male Orderly
b	Community College	Secretary	Brick Layer	X-Ray Tech.
c	College	Accountant	Builder	Nurse (BSRN)

After you complete your chart, turn to page 57.

AGRIBUSINESS—NATURAL RESOURCES

4 YEAR COLLEGE

- Agricultural Economist
- Agricultural Engineer
- Agricultural Scientist
- Agronomist
- Cooperative Extension Service Worker
- Farm Manager
- Fish and Wildlife Specialist
- Forester and Conservationist
- Horticulturist (Agri. Scientist)
- Horticulturist (Ornamental)
- Landscape Architect
- Mining Engineer
- Naturalist
- Nursery Manager
- Oceanographer
- Petroleum Engineer
- Range Manager
- Soil Conservationist-Forester
- Soil Conservationist-Range Mgr.

COMMUNITY COLLEGE

- Cooperative Extension Service Worker
- Farm Equipment Mechanic
- Farm Manager
- Floriculturalist
- Forestry Technician
- Groundskeeper
- Landscape and Nursery Manager
- Livestock Farmer
- Ornamental Horticulturist
- Park Ranger
- Tree-Fruit & Nuts Farmer
- Turf Manager

APPRENTICESHIP/PRIVATE VOCATIONAL

- Blacksmith
- Landscape
- Ornamental Horticulturist (fancy plants)

SKILLS CENTER

- Farm Equipment Mechanic
- Farm Manager
- Farm Worker
- Nursery Worker
- Diesel Mechanic
- Small Engine Mechanic
- Greenhouse Worker

O.J.T.

- Farm Manager
- Farm Owner-Operator
- Farm Worker
- Fish and Game Warden
- Florist
- Forester Aide
- Forestry Technician
- Gardener
- Greenhouse Worker
- Groundskeeper
- Landscape Gardener
- Landscape Laborer
- Livestock Rancher
- Logging Worker
- Miner
- Nursery Manager
- Nursery Worker
- Oil and Gas Drilling Production Worker
- Park and Groundskeeper
- Tree Surgeon

BUSINESS AND OFFICE

4 YEAR COLLEGE

- Accountant
- Actuary
- Administrative Assistant
- Archivist and Curator
- Assessor
- Auditor
- Business Education Teacher
- Business Manager
- Claim Adjuster
- Clerical Supervisor
- Computer Operator
- Computer Programmer
- Computer Systems Analyst
- Controller
- Court Reporter
- C.P.A. - Certified Public Accountant
- Economist
- Executive Secretary
- Financial Institution Manager
- Health Administrator
- Lawyer
- Loan and Credit Clerk
- Medical Records Administrator
- Nursing Home Administrator
- Personnel Manager
- Public Administrator
- Statisician
- Underwriter

COMMUNITY COLLEGE

- Accounting Clerk
- Administrative Assistant
- Bank Teller
- Bill and Account Collector
- Billing Clerk
- Bookkeeping and Billing Machine Operator
- Computer Operator
- Computer Programmer
- Court Reporter
- Data Entry Person
- Dental Assistant
- Dispatcher
- Executive Secrectary
- Insurance Adjuster
- Keypunch Operator
- Legal Secretary
- Loan and Credit Clerk
- Management Trainee
- Medical Records Technician
- Medical Secretary
- Para Legal Assistant
- Payroll Clerk
- Secretary
- Statistical Clerk
- Stenographer
- Typist
- Utility Customer Service Rep.
- Word Processor

APPRENTICESHIP/PRIVATE VOCATIONAL

- Accounting Clerk
- Administrative Assistant
- Bookkeeper
- Clerk Typist
- Computer Programmer
- Court Reporter
- Data Entry Operator
- Executive Secretary
- General Clerk
- Keypunch Operator
- Legal Secretary
- Medical Secretary
- Receptionist
- Secretary
- Typist
- Word Processor

SKILLS CENTER

- Accounting Clerk
- Bank Teller
- Billing Clerk
- Bookkeeper
- Clerk-Typist
- Computer Operator
- Data Entry Equiptment Operator
- File Clerk
- General Office Clerk
- Mail Clerk
- Medical Office Assistant
- Payroll Accounting Clerk
- Recepitionist
- Secretary
- Stenographer
- Word Processor

O.J.T.

- Bank Teller
- Bill and Account Collector
- Billing Clerk
- Clerk-Typist (with typing skills-45 w.p.m.)
- Copy Readers Proofreader
- Dispatcher
- Duplicating Machine Operator
- File Clerk
- General Clerk
- Mail Clerk
- Office Machine Operator
- Postal Clerk
- Receptionist
- Stock Person
- Switchboard Operator
- Utility Customer Service Rep.
- Telephone Operator

COMMUNICATIONS AND MEDIA

4 YEAR COLLEGE

- Advertising Agent
- Advertising Copywriter
- Architect
- Art Director
- Commercial Artist
- Copywriter
- Editorial Writer
- Industrial Designer
- Illustrator
- Interior Designer
- Journalist
- Landscape Architect
- Lithographer
- Medical and Biological Illustrator
- Photo Engraver
- Photographer
- Radio & TV Announcer
- Reporter
- Technical Writer

COMMUNITY COLLEGE

- Architectural Drafting
- Bindery Worker
- Commercial Artist
- Compositor Typesetter
- Drafter
- Illustrator
- Industrial Designer
- Photo Engraver
- Photographer
- Photographic Machine Operator
- Photo Process Worker
- Printing Press Operator
- Technical Writer

APPRENTICESHIP/PRIVATE VOCATIONAL

- Advertising Agent
- Airbrush Painter
- Architectural Drafter
- Commercial Artist
- Drafter
- Illustrator
- Industrial Designer
- Interior Designer
- Painter
- Photographer

SKILLS CENTER

- Art Specialist
- Bindery Worker
- Commercial Photographer
- Compositor and Typesetter
- Duplicator Operator
- Industrial Photographer
- Keyline Artist
- Layout Artist
- Paste-Up Artist
- Photo Journalist
- Photo Process Worker
- Printing Press Operator Assistant
- Sign Painter
- Stripper/Platemaker
- Studio/Family Photographer

O.J.T.

- Book Bindery Worker
- Commercial Art Assistant
- Compositor and Typesetter
- Copyreader and Proofreader
- Photographic Assistant
- Photo Process Worker
- Sign Painter Assistant

CONSTRUCTION

4 YEAR COLLEGE

- Builder-Building Contractor
- Building Construction Inspector
- Building Trades Instructor
- Civil Engineer

COMMUNITY COLLEGE

- Brick Layer
- Builder-Building Contractor
- Building Construction Inspector
- Building Maintenance Worker
- Cabinet Maker
- Carpenter
- Carpet Installer
- Painter
- Paper Hanger
- Pipefitter
- Plasterer
- Plumber
- Tool Room Clerk

APPRENTICESHIP/PRIVATE VOCATIONAL

- Brick Layer
- Brick Mason
- Builder
- Cabinet Maker
- Carpenter
- Cement Mason
- Construction Estimator
- Crane, Derrick & Hoist Operator
- Electrician
- Heavy Equipment Operator
- Painter
- Pipefitter
- Plasterer
- Plumber
- Roofer
- Tile Setter
- Upholsterer

Skills Center

- Brick Mason's Helper
- Construction Laborer
- Rough Carpenter
- Trim Carpenter Assistant

O.J.T.

- Brick Mason
- Brick Mason's Assistant
- Carpenter
- Carpet Installer
- Cement Manufacturing Worker
- Construction Laborer
- Drywall Installer
- Floor Layer
- Furnature and Wood Finisher
- Glazier
- Heavy Equiptment
- Highway Maintance Worker
- Insulation Worker
- Mobile Home - Installment & Repair
- Painter
- Paper Hanger Assistant
- Plastering Assistant
- Plumbing Assistant
- Roofer
- Rough Carpenter
- Sawyer
- Tile Setter
- Upholsterer

FINE ARTS AND HUMANITIES

4 YEAR COLLEGE

- Actor/Actress
- Athlete
- Author
- Dancer
- Historian
- Musician
- Painter
- Philosopher
- Photographer
- Sculptor
- Sports Professional
- Theologist

COMMUNITY COLLEGE

- Actor/Actress
- Dancer
- Musician
- Painter
- Photographer
- Sculptor

APPRENTICESHIP/PRIVATE VOCATIONAL

- Dancer
- Musician
- Painter
- Photographer
- Sculptor

O.J.T.

- Actor/Actress
- Dancer
- Musician
- Painter
- Photographer
- Sculptor
- Sports Professional
- Writer

HEALTH

MORE THAN 4 YEARS OF COLLEGE

Bio Medical Engineer
Dentist
Health Administrator
Nurse Practitioner
Nursing Supervisor
Optometrist
Ostepathic Physician
Physician
Psychiatrist
Veterinarian

4 YEAR COLLEGE

Chiropractor
Clinical Lab Worker
Dental Hygienist
Dietician
Health Administrator
Medical Records Personnel
Medical Technologist
Nuclear Medical Technician
Nurse Anesthetist
Nurse Practitioner
Nursing Home Administrator
Nursing Instructor
Occupational Therapist
Pharmacist
Physical Therapist
Phyisicians Assistant
Registered Nurse
Respiratory Therapist
Speech Therapist
Tissue Technologist
Ultrasound Tchnologist
X - ray Technologist

COMMUNITY COLLEGE

Cardiovascular Technologist (heart)
Clinical Lab Worker
Dental Assistant
Dental Hygienist
Dental Laboratory Technician
Dietetic Technician (food and diet)
Emergency Medical Technician
Licensed Practical Nurse
Medical Assistant
Medical Laboratory Technician
Medical Records Technician
Medical Ward Clerk
Nuclear Medical Technician
Nuclear Medical Technologist
Nurse Aide
Nurse Assistant
Occupational Therapy Assistant
Operating Room Technician
Optical Laboratory Technician
Optician (eyes)
Optometric Technician (eye and glasses)
Pharmacy Technician
Physical Therapist Assistant
Radiologic Technician
Registered Nurse (3 year)
Respiratory Therapist
Respiratory Therapy Technician
Surgical Technician

APPRENTICESHIP/PRIVATE VOCATIONAL

Licensed Practical Nurse
Medical Assistant
Medical Laboratory
Medical Record Technician
Nurse Aide
Occupational Therapy Assistant
Operating Room Technician
Optometric Assistant (eyes)
Physical Therapy Assistant
Radiologic Technician
Registered Nurse

SKILLS CENTER

Clinical Lab Worker
Dietary Aide
Home Health Aide
Industrial Lab Assistant
Medical Assistant
Medical Lab Assistant
Medical Records Assistant
Nurse Aide
Orderly
Pharmacy Aide
Physical Therapy Aide
Radiologic Assistant
Respiratory Therapy Aide
Veterinary Assistant

O.J.T.

Ambulance Driver & Attendant
Dental Assistant
Dietary Aide
Electrocardiograph Technician
Electroencephalograph Technician
Home Health Aide
Industrial Lab Assistant
Nurse Aide
Occupational Therapy Aide
Optometric Assistant (eyes)
Physical Therapy Aide
Ward Clerk

MANUFACTURING

4 YEAR COLLEGE

- Industrial Designer
- Industrial Engineer
- Inspector
- Machinist
- Mechanical Engineer
- Metallurgical Engineer
- Numerical Control Tool Programmer
- Paper Engineer
- Production Coordinator
- Welder

COMMUNITY COLLEGE

- Arc Welder
- Blacksmith
- Boiler Maker
- Book Binder
- Combination Welder
- Drafter
- Heat Treater
- Industrial Machine Repairer
- Lathe Operator
- Machinist
- Manufacturing Inspector
- Manufacturing Painter
- Metallurgical Technician
- Milling Machine Operator
- Millwright
- Mold Maker and Core Maker
- Numerical Control Machine Operator
- Pattern Maker and Model Maker
- Pipe Fitter
- Plastics Production Mfg. Worker
- Reinforcing Iron Worker
- Sheet Metal Worker
- Stationary Engineer
- Structural Iron Worker
- Tool and Die Maker
- Upholsterer
- Welder

APPRENTICESHIP/PRIVATE VOCATIONAL

- Drafter
- Elevator Constructor
- High Pressure Arc Welder
- Industrial Sewing Machine Operator
- Lathe Operator
- Lather
- Locksmith
- Mechanical Instrument Technician
- Millwright
- Pipe Fitter
- Tool and Die
- Upholsterer
- Welder

SKILLS CENTER

- Arc Welder
- Color Matcher
- Drafter Apprentice
- Grinding Operator
- Inspector
- Lathe Operator
- Machinist
- Milling Machine Operator
- Numerical Control Programmer Apprentice
- Plastics Products Mfg. Worker
- Production Welder
- Quality Control Technician
- Welder

O.J.T.

- Air Hammer Operator
- Assembly Line Worker
- Blacksmith
- Boiler Maker
- Book Binder
- Boring Machine and Drill Press Operator
- Bottling and Canning Machine Operator
- Calender Operator
- Cannery Worker
- Cement Manufacturing Worker
- Earth Driller
- Estimator
- Food Processing machine Operator
- Forge and hammer Operator
- Furnace Operator
- Furnace Tenders
- Grain and Feed Miller
- Grinding Machine Operator
- Manufacturing PainterHeat Treater
- Industrial Sand Blaster
- Industrial Sewing Machine Operator
- Lathe Operator
- Locksmith
- Machine Oiler
- Manufacturing Painter
- Metal Cutting Machine Operator
- Mold Maker
- Paper Manufacturing Operator Operator
- Pipe Fitter
- Plastics Products Mfg. Worker
- Polish and Buffer
- Production Welder
- Punch & Stamping Press Operator
- Riveter and Fastener
- Sheet Metal Worker
- Tailor
- Tire Repairer

MARKETING AND DISTRIBUTIVE EDUCATION

4 YEAR COLLEGE

- Account Executive
- Advertising Agent
- Advertising Copywriter
- Automobile Sales Person
- Buyer
- Claims Adjuster
- Claims Examiner
- Cook/Chef
- Distributive Education Teacher
- Food Technologist
- Home Economist
- Hotel Manager
- Industrial Traffic Manager
- Insurance Adjuster
- Insurance Agent
- Inspector
- Lobbyist
- Manufacturers Representative
- Market Research Analyst
- Merchandise Displayer
- Public Relations Specialist
- Purchasing Agent
- Real Estate Agent
- Real Estate Appraisier
- Restaurant/Food Service Manager
- Retail Sales Manager
- Sales Representative
- Stockbroker
- Travel Agent
- Underwriter
- Wholesales Buyer
- Wholesale Sales Manager
- Wholesale Sales Representative

COMMUNITY COLLEGE

- Assistant Buyer
- Automobile Sales Person
- Building Manager
- Cashier
- Cook
- Department Manager
- Flight Attendant
- Food and Beverage Manager
- Food Service/Restaurant Manager
- Hotel Manager
- Industrial Traffic Manager
- Insurance Adjuster
- Insurance Agent
- Merchandise Displayer
- Real Estate Agent
- Real Estate Broker
- Retail Sales Agent
- Retail Sales Clerk
- Retail Sales Manager
- Stock Clerk
- Ticket Agent
- Travel Agent
- Wholesale Sales Representative

APPRENTICESHIP/PRIVATE VOCATIONAL

- Auctioneer
- Baker
- Bartender
- Cook/Chef
- Dispensing Optician
- Fashsion Merchandising
- Flight Attendant
- Hotel - Motel Manager
- Insurance Agent
- Meat Cutter
- Model
- Real Estate Agent
- Real Estate Appraiser
- Retail Sales Agent
- Retail Sales Clerk
- Stoke Broker
- Travel Agent

SKILLS CENTER

- Bagger and Carry Out Person
- Baker Assistant
- Cashier
- Cook
- Counter Clerk
- Dishwasher
- Food Preparation Worker
- Host/Hostess
- Inventory Control Person
- Kitchen Helper
- Merchandise Displayer
- Purchasing Agent
- Retail Sales Agent
- Retail Sales Clerk
- Shipping and Receiving Clerk
- Stock Clerk
- Stock Handler
- Waiter/Waitress

O.J.T.

- Amusement & Recreation Attendant
- Bagger
- Baker Assistant
- Bartender
- Cashier-Checker
- Cook Assistant
- Counter Clerk
- Dishwasher
- Dispensing Optician
- Door-to-Door Sales Person
- Food Counter Worker
- Food Preparation Worker
- Food Processing Machine Operator
- Freight and Material Handler
- Host/Hostess
- Hotel Clerk
- Inventory Clerk
- Kitchen Helper
- Longshore Worker/Stevedore
- Meat Cutter
- Meat Wrapper
- Merchandise Displayer
- Model
- Packer Wrapper
- Parts Counter Worker
- Retail Sales Agent
- Retail Sales Clerk
- Service Station Attendant
- Shipping and Receiving Clerk
- Short Order Cook
- Stock Clerk
- Stock Handler
- Survey Worker
- Telephone Sales Person
- Ticket Agent
- Waitress/Waiter
- Waitress/Waiter Assistant
- Weigher

SCIENCE AND TECHNOLOGY

4 YEAR COLLEGE

- Aeronautical and Astronaut Engineer
- Agricultural Engineer
- Agricultural Scientist
- Anthropologist
- Archeologist
- Astronomer
- Bacteriologist
- Biochemist
- Biological Scientist
- Biologist
- Bio-Medical Engineer
- Botanist
- Broadcast Engineer
- Cartographer
- Ceramic Engineer
- Chemical Engineer
- Chemist
- Civil Engineer
- Computer Service Technician
- Computer Technologist
- Ecologist
- Electrical Engineer
- Entymologist
- Environmental Engineer
- Experimental Psychologist
- Field Engineering Technologist
- Geographer
- Geologist
- Geophysicist
- Herpetologist
- High Frequency Technologist
- Icthyologist
- Industrial Designer
- Industrial Engineer
- Industrial Hygienist
- Inspector
- Mathematician
- Mechanical Engineer
- Meteorologist
- Microbiologist
- Microwave Technologist
- Nuclear Engineer
- Nuclear Quality Control Inspector
- Oceanographer
- Pathologist
- Pharmacist
- Physicist
- Physiologist
- Product Development Technologist
- Quality Assurance Supervisor
- Reasearch Engineering Technologist
- Robotics Technologist
- Sales Engineer
- Senior Technical Aide
- Surveyor
- Urban and Regional Planner
- Water Treatment Plant Chemist
- Zoologist

COMMUNITY COLLEGE

- Air Conditioning and Heating Technician
- Aircraft Instrumentation Technician
- Air-Traffic Controller
- Alarm System Installer and Repairer
- Bio-Medical Equipment Technician
- Bowling Pin Machine Operator
- Broadcast Technician
- Building Maintenance Worker
- Calibration Technician
- Chemical Technician
- Climate Control Mechanic
- Clinical Lab Worker
- Computer Technician
- Electrical Technician
- Electric Sign Installer and Repairer
- Electronics Technician
- Household Appliance Installer
- Industrial Engineering Technician
- Instrument Repairer
- Jeweler - Watchmaker
- Laser Technician
- Mechanical Engineering Technician
- Metallurgic Technician
- Missle Instrumentation
- Office Machine Repairer
- Power Station Operator
- Radio & TV Installer & Repairer
- Radio Operator
- Refrigeration Technician
- Survey Helper
- Technical Writer
- Telephone Installer and Repairer
- Utility Line Person
- Vending Machine Mechanic
- Water Treatment Plant Operator and Repairer

APPRENTICESHIP/PRIVATE VOCATIONAL

- Architectural Engineering Technician
- Communications Technician
- Computer Technician
- Electronics Systems Technician
- Production Test Technician
- Radio Broadcast Technician
- Television-Radio Service Person

SKILLS CENTER

- Audio Service Repairer
- Computer Service Repairer
- Electrical and Electronic Technical Assistant
- Household Appliance Installer and Repairer
- Hydraulic/Pneumatic Service Repairer
- Radio Service Repairer
- Residential/Industrial Electrician Apprentice
- Robotic Technician
- Television Repairer

SERVICE

4 YEAR COLLEGE

- Anthropologist
- Activities Therapist (art, music, recreational)
- Administrative Law Examiner
- City Manager
- Clergy
- College Administrator
- College Instructor
- Construction Inspector
- Cooperative Extension Service Worker
- Court Administrator
- Detective/Investigator
- Dietician (health)
- Director Child Care Center
- Elementary Teacher
- Employment Counselor
- F.B.I. Agent
- Foreign Service Worker
- Polygraphic Examiner
- Funeral Director
- Halfway House Manager
- Home Economist
- Inspector
- Interpreter and Translator
- Journalist
- Judge
- Lawyer
- Librarian
- Marriage Counselor
- Mortician
- Parole Officer
- Personnel Worker
- Placement Specialist
- Police
- Political Scientist
- Politician
- Private Investigator
- Probation Officer
- Protective Service (child abuse)
- Psychologist
- Recreation Worker
- School Administrator
- School Councilor
- Secondary Teacher
- Social Worker
- Sociologist
- Special Education Teacher
- Speech and Language Pathologist and Audiologist
- Substance Abuse Counselor
- Vocational Education Teacher
- Vocational Rehabilitation Conselor

COMMUNITY COLLEGE

- Child Care Worker
- Clergy
- Corrections Officer
- Custodian
- Dietetic Assistant
- Fire Fighter
- Home & Building Interior
- Law Enforcement Officer
- Legal Assisitant
- Library Technician & Assistant
- Police Officer Detective
- Postmaster & Mail Supervisor
- Psychiatric Aide & Technician
- Recreation Worker
- Religious Worker
- Security Guard
- Sheriff and Bailiff
- Social Service Aide
- Teachers Aide

APPRENTICESHIP/PRIVATE VOCATIONAL

- Barber
- Blacksmith
- Cosmetologist
- Cosmetology Instructor
- Custodian
- Dog Groomer
- Electrologist
- Floral Designer
- Manicurist
- Massuer
- Security Guard
- Taylor/Dressmaker

SKILLS CENTER

- Beautician
- Child Care Aide
- Cosmetologist
- Family Day Care Home Operator
- Group Day Care Home Operator
- Hair Stylist
- Infant-Toddler Aide
- Manicurist
- Teachers Aide

O.J.T.

- Animal Caretaker
- Bellhop and Baggage Porter
- Carpet Cleaner
- Child Care Aide
- Clothing Presser
- Cobbler (shoe repairer)
- Crossing Guard
- Custodian
- Custom Clothing Maker
- Dispatcher
- Equipment and Vehicle Cleaner
- Executive Housekeeper
- Fire Fighter
- Guard
- House & Building Interior Cleaning Worker
- Infant-Toddler Aide
- Laundry and Dry Cleaning Worker
- Licensed Day Care Aide
- Mail Carrier
- Mail Clerk
- Make-up Artist
- Massuer
- Messenger
- Meter Reader
- Parking Lot Attendant
- Pest Controller
- Police
- Postal Clerk
- Refuse Collector
- Religious Worker
- Shoe Repairer
- Tailor
- Teachers Aide
- Upholsterer
- Usher
- Veterinary Assistant
- Window Cleaner Person

TRANSPORTATION

4 YEAR COLLEGE

- Aircraft Mechanic
- Aircraft Pilot
- Auto Mechanic Master
- Automotive Engineer
- Automotive Instructor
- Auto Service Advisor
- Diesel Mechanic
- Drivers Education Instructor
- Flight Engineer
- Heavy Equipment Mechanic
- Service Manager

COMMUNITY COLLEGE

- Auto Body Painter
- Auto Body Repairer
- Auto Mechanic
- Auto Parts Clerk
- Auto Service Advisor
- Collision Estimator
- Diesel Mechanic
- Fluid-Power Mechanic
- Front End Mechanic
- Heavy Equipment
- Railway Equipment Repairer
- Service Station Manager
- Small Engine/Motorcycle Mechanic
- Truck Mechanic
- Tune-up Mechanic

APPRENTICESHIP/PRIVATE VOCATIONAL

- Air Conditioning Mechanic
- Airplane Pilot-Licensed
- Auto Body Repairer
- Auto Mechanic Specialist/Auto Technician
- Auto Parts Counter Person
- Diesel Mechanic
- Heavy Equipment Operator
- Industrial Truck Operator
- Motorcycle Mechanic
- Small Engine Mechanic
- Transmission Mechanic
- Truck and Bus Mechanic
- Truck Driver
- Tune-up Mechanic

SKILLS CENTER

- Auto Body Painter
- Auto Body Repairer
- Auto Mechanic
- Auto Parts Service Clerk
- Tractor Mechanic
- Tune-up Mechanic

O.J.T.

- Auto Body Worker
- Automobile Mechanic Helper
- Auto Parts Service Clerk
- Bicycle Repairer
- Bus Driver
- Delivery/Route Driver
- Garbage Collector Driver
- Glazier
- Industrial Truck Operator
- Locomotive Engineer
- Merchant Marine Officer
- Railroad Brakes Operator and Coupler
- Railroad Conductor
- Sailor and Deckhand
- Service Station Attendant
- Shipmate
- Taxi Driver
- Tow Truck Operator
- Truck Driver

OTHER OPTIONS

So far you have thought about and gathered some information on a variety of **working** options. Another category of options is **living** options. This is by and far the largest group.

It would include:

—whether to have a family
—the kinds of vehicles you could choose
—the type of residence you could have (home, apartment, condo, trailer, cabin, tent, etc.)
—which computer to buy
—when to date
—where to live
—whom to marry

As you can see, the list is endless.

But rest assured, some day you will be exploring some of these options, and you'll do a fine job if you keep a couple of things in mind. Whatever you are considering, think about yourself first.

"What's important to **me**? (P,I,E)

Next, get as much information about your options as possible. Here are some sources of information about your options.

If you were choosing:

	PEOPLE	MEDIA
A CAR	Car owners Car mechanics Car dealers etc.	**Consumer Reports** **Motor Trend** **Road and Track** **etc.**
RESIDENCE	Apartment dwellers Condo dwellers Home owners etc.	Newspapers for prices Magazines or housing tips etc.

You get the idea.

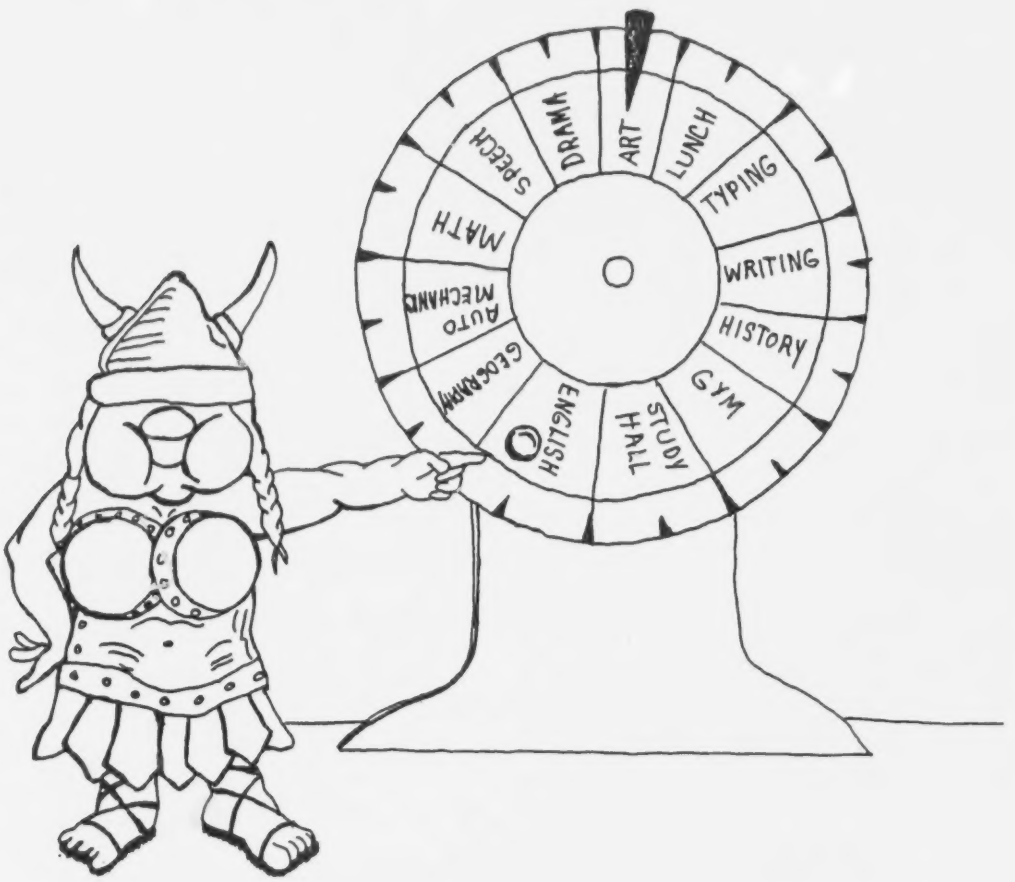
O.K., Here's a test for you...

Pretend you're going to buy a car. What steps would you go through? The next stop is decision making. This is where you put it all together.

Hint: What's important to you? (P,I,E)
Whom are you going to call?
What are you going to read?

99

DECISION-MAKING



DECISION MAKING

At this time you have done quite a bit. You have a lot done. You've listed your interests and abilities. You've also identified and checked out a number of your career options.

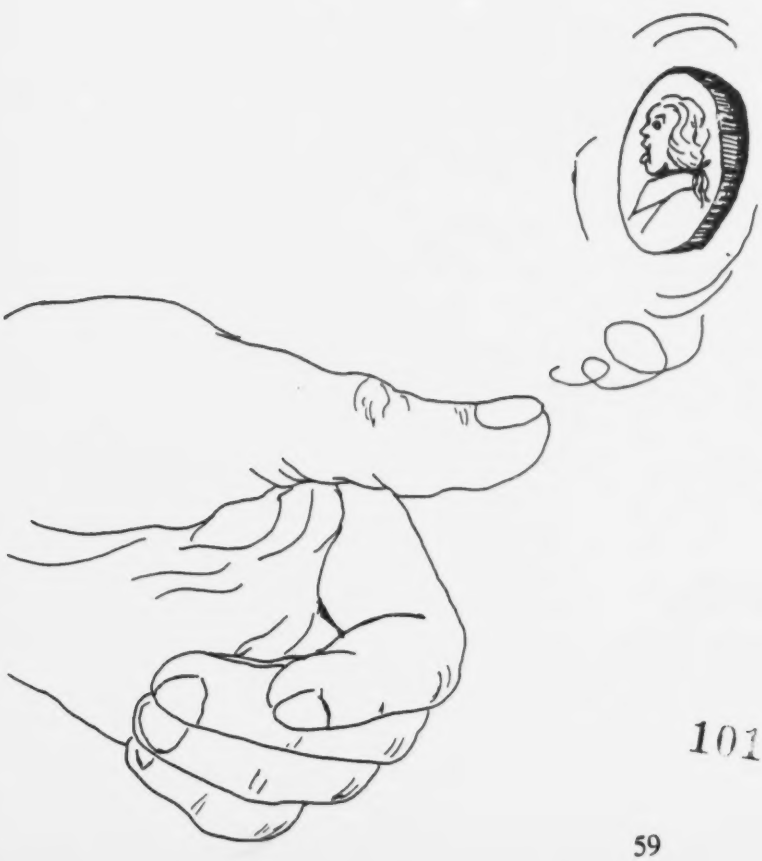
It's time to compare you and your options.

First, how do you usually make important decisions? Do you have a method, or is it pretty much hit-or-miss?

A GOOD WAY TO MAKE A DECISION IS TO FOLLOW THESE FIVE EASY STEPS.

1. Identify your interests, values, or abilities that relate to the decision. (You've done that!!)
2. Rank order them. (Did this one too!)
3. Identify your possible options. (Bingo)
4. Develop questions based on your interests. Go to information sources and get answers. (You've done it!)
5. Compare interests, etc., to options. (New!)

Now, number 5 is the only new step for you, and there are a couple of things involved here.



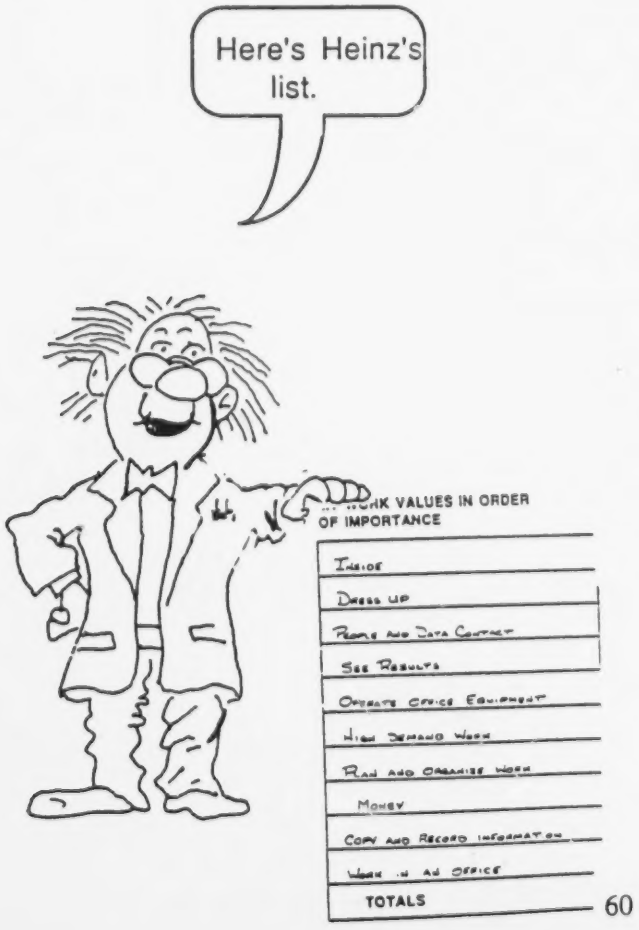
101

5. COMPARING

A. Use this chart.
(pg. 8 in your workbook)

	10	10	10
	9	9	9
	8	8	8
	7	7	7
	6	6	6
	5	5	5
	4	4	4
	3	3	3
	2	2	2
	1	1	1
TOTALS			

B. List your interests in order of importance.



C. List options

	Business/Office	Construction	Health
Inside	10	10	10
Dress Up	9	9	9
People and Data Contact	8	8	8
See Results	7	7	7
Operate Office Equipment	6	6	6
High Demand Work	5	5	5
Plan and Organize Work	4	4	4
Money	3	3	3
Copy and Record Information	2	2	2
Work in an Office	1	1	1
TOTALS			

D. Compare **each** value to **each** option.

	BUSINESS	CONSTRUCTION	HEALTH
Work Inside	10	10	10

Compare **each** value to **each** option.

Circle the corresponding **number** if the value is satisfied by the **option**.

Notice: Of the three areas, only in Business and Health would Heinz be able to work inside. That is why their numbers are circled by Heniz.

The next value is "dressing up." Of the three career areas, Business, Construction and Health, the only one Heinz would probably dress up in is Business, so the **9** under Business is circled.

Heinz's chart looked like this after he got done with the ratings.

	Business/Office	Construction	Health
Inside	(10)	10	(10)
Dress Up	(9)	9	9
People and Data Contact	(8)	8	(8)
See Results	(7)	(7)	(7)
Operate Office Equipment	(6)	6	6
High Demand Work	(5)	5	(5)
Plan and Organize Work	(4)	(4)	(4)
Money	3	(3)	(3)
Copy and Record Information	(2)	2	(2)
Work in an Office	(1)	1	1

E. The next step is to total the circled numbers.

Note: The only numbers Heinz circled under Construction are 7, 4, 3.

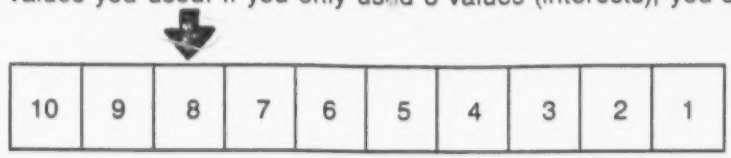
$$\begin{array}{r} 7 \\ 4 \\ +\ 3 \\ \hline 14 \end{array}$$

After he did all the adding, his chart looked like this.

DECISION MAKING

	Business/Office	Construction	Health
Inside	(10)	10	(10)
Dress Up	(9)	9	9
People and Data Contact	(8)	8	(8)
See Results	(7)	(7)	(7)
Operate Office Equipment	(6)	6	6
High Demand Work	(5)	5	(5)
Plan and Organize Work	(4)	(4)	(4)
Money	3	(3)	(3)
Copy and Record Information	(2)	2	(2)
Work in an Office	(1)	1	1
TOTALS	52	14	39
	Good	Bad	OK

F. Next, look up the scores on the scoring key. The numbers across the top of the key represent the number of values you used. If you only used 8 values (interests), you'd use this column.



10	9	8	7	6	5	4	3	2	1

The three rows contain score ranges for 8 values. A score of from **44-50** would be **GOOD**. A score of **36-43** would be **O.K.**. A score of **35 or less** would be **BAD**.

If you used ten values and got a score of 49, what kind of a decision would that be? How about 32? What about 40?

You have to decide if you'd be happy with an o.k. decision. If no option is good, you may want to consider other options **OR** check out your interests and the order they're in to make sure they represent you. Let's try a real decision of yours now that we've got old Heinz squared away.

CAREER DECISIONS

1. Copy your list of interests (values) from page 4 in your student workbook in the chart on page 8 under the "work values in order of importance" heading. (Make sure the order is still true!)

2. List your options, either your three favorite clusters or three favorite career titles (ask your teacher...) under "my career options are."

3. Compare each value to each option. Circle numbers under favorable options.

4. Total circled numbers in each column.

5. Look up score on chart.

Well, the chart is great and you should make (or get) a copy. You can help your friends (even your parents) with major decisions in their life. (Who has more big decisions than a teenager, right?)

You probably won't keep a copy so the next best thing is to remember the important steps.

No matter what the problem is, ask yourself:

1. What's important to me? (interests/values) Develop questions.

2. What's the order of importance?

3. What are my options?

4. How (where) can I get information about those options?

5. Compare interests to options.

See if you can close your eyes and go through the steps.

Here are some decision-making exercises. See how you do.

BILL

Bill likes working with his hands, seeing the results of his work, working out-of-doors, dressing casually, and doing minor repairs on machinery and equipment.

Bill doesn't like being in a suit, drawing, doing math, or having to do a lot of reading. He also doesn't like to be bossed around.

What is a good career for Bill?

What is a bad career for Bill?

IRMA

Irma likes to be helpful, and she likes to be around people, especially teenagers. Irma is very good at reading and math, and she likes to dress up.

Irma does not like to get dirty, do repetitive work, stand up for long periods, or have to give a lot of orders.

What is a good career for Irma?

What would be a bad career for Irma?

JAMES

James likes animals. He likes taking care of them when they're sick, washing them, feeding them, and training them. James is good with words and likes being outdoors. He is patient, responsible, and tenacious.

James hates science and math classes, and he does not get good grades. He does not like sitting for extended periods of time.

What are some good careers for James?

What are some bad careers for James?

LOUIE

Louie is a wizard with numbers. He balances his parents' checkbook, has had a part-time job as a cashier and is very accurate. Louie gets good grades and plans to go to college. Louie can also type 60 words per minute with no errors.

Louie failed one English class. He does not always get along well with classmates. Louie can be very stubborn.

What are some good careers for Louie?

What are some bad careers for Louie?

JUAN

Juan can lie in bed and listen to the passing cars and tell you which ones are in need of a tune-up, muffler or junkyard. Juan has kept his own car running for years, works on cars for family and friends, and was just hired at a local garage. Juan plans to go to college some day. Juan is an all A and B student. He is 6'4" and weighs 250 pounds.

What are some good careers for Juan?

What are some bad careers for Juan?

TOM

Tom's parents both work; consequently, the cooking responsibilities have fallen to him. Tom can bake all varieties of desserts, and can prepare any meal in a cookbook. Tom is good at dealing with people, following directions, and math.

Tom doesn't like bossing people, traveling, or doing a lot of lifting.

What are good careers for Tom?

What are bad careers for Tom?

DIANE

Diane can draw like nobody's business. She can put colors together well, and she is neat and accurate. She is also good at painting and has won a number of art contests.

Diane does not want to go to college. She also hates math. When she is around a lot of peopie, she feels trapped and nervous.

What career would be good for Diane?

What career would be bad for Diane?

EVELYN

Evelyn has worked with her dad on building a garage. She likes using tools, enjoys being outside, and especially enjoys being active. She can look at a blueprint or a schematic and figure out what the finished project would look like. She likes people around her.

Evelyn does not like to work very fast, and does not like to dress up. She does not like to sit or be inside.

What is a good career for Evelyn?

What is a bad career for Evelyn?

You did very well. You learned a new method of deciding (for most of you) or maybe reviewed a method you learned earlier. You applied the method to a number of decisions, career and educational. You also practiced up so you could be ready for your friends or family when they need your decision-making leadership.

The next step is planning. Are you ready to talk with your counselor and do a little one-on-one?

Boy, is your counselor going to be surprised with the demands you're going to make.

PLANNING

You should have completed a number of products. By now you ought to have:

1. A list of your top interests in order of their importance.
2. A good idea about what you're good at (abilities).
3. A good idea about the career and educational options that are open to you.
4. A tentative career decision.
5. A tentative educational decision.

You also have learned 75% of the process of problem-solving.

SELF AWARENESS OPTION AWARENESS DECISION MAKING

The next step is planning.

How do you usually go about planning for something important?

How are your parents at planning? Do they do a good job at long-range planning?

In this section you will actually develop a plan that will describe where you want to go and how you're going to get there. (Employability Development Plan - E.D.P.) You'll also develop a four-year plan that is a prescription showing the classes you should take.

EMPLOYABILITY DEVELOPMENT PLAN

My name is GUNTHER WOLFBANE Date OCTOBER 3, 2010

My school is HAMBURG HIGH Grade 9

A short term career goal I have is to be a WELDER

Eventually, I would like to be a WELDING ENGINEER. The way I want to prepare for those careers is by GOING TO VAN BUREN SKILLS CENTER GO TO FERRIS STATE COLLEGE FOR ENGINEERING

I made these decisions based on the following facts: I like MANUFACTURING, SCIENCE, AND CONSTRUCTION (Cluster)

jobs, prefer working with TOOLS AND EQUIPMENT (Data, People, Things); I enjoy WORKING WITH TOOLS AND EQUIPMENT, BEING CHALLENGED; MAKING MONEY, SEEING A FINISHED PRODUCT;

JOB GOAL

What Gunther wanted to be able to do in the first five years out of high school was to be a welder. Eventually, he wanted to be a welding engineer.

> Gunther——
> A short term goal is welder.
> Eventually, I want to be a welding engineer.

He figured he'd learn the welding skills at Van Buren Skills Center. He thought he would learn engineering at Ferris State.

> The way I want to prepare for these careers is by going to the Skills Center and then Ferris.

Gunther knew from the section on self awareness that he preferred working with tools and equipment, being challenged, seeing a finished product, and making money.

Gunther knew he was good in English but needed to get better at math. His grade point average was 2.5. At this point, his E.D.P. looked like this:

jobs, prefer working with TOOLS AND EQUIPMENT ; I enjoy _____
(Data, People, Things)

WORKING WITH TOOLS AND EQUIPMENT, BEING CHALLENGED

MAKING MONEY, SEEING A FINISHED PRODUCT

I am good at ENGLISH

I need to improve in MATH

My grade point average in the past has been 2.5

Classes I can take at HAMBURG HIGH in ninth grade

that would be helpful are: MATH AND SHOP CLASS

In tenth grade: METAL SHOP, MATH, AND SCIENCE

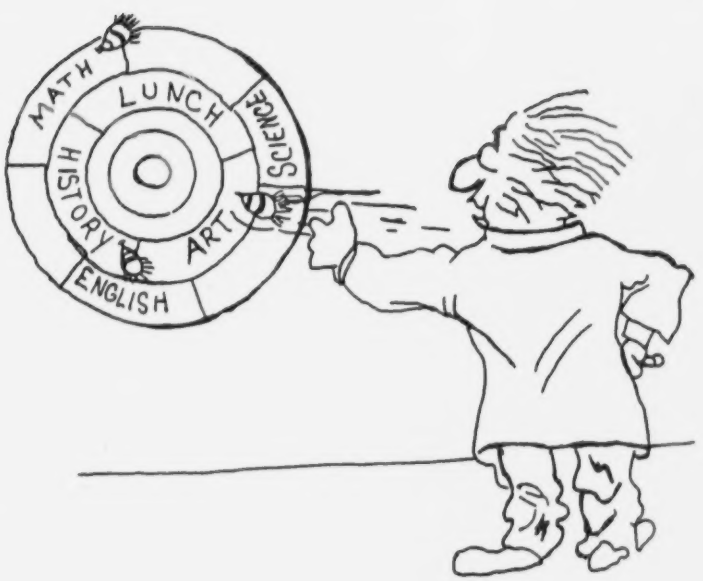
SELECTING CLASSES FOR YOUR FOUR YEAR PLAN

At this stage of the planning process, he needed to identify the classes that he could take in the next couple of years in high school to move him closer to his career goal. In order to do that, he needed to:

1. Identify the classes he had to take in 9th, 10th, 11th and 12th grades.
   (They're called requirements!)

2. Identify the classes he could take that would be most helpful to him.
   (They're called electives!)

You are probably (hopefully) doing this part with your counselor one on one. If you're lucky, he/she has already prepared a handout for you that shows you the requirements for each grade and what electives are most useful for you for each career cluster.



requirements were set up like this at Hamburg High:

Hamburg's Requirements for Graduation

9th	10th
1. English 2. Math 3. Science 4. History 5. Physical Education 6.	1. English 2. Math 3. Science 4. 5. 6.
11th	**12th**
1. English 2. Math 3. 4. 5. 6.	1. Government/Family Life 2. 3. 4. 5. 6.

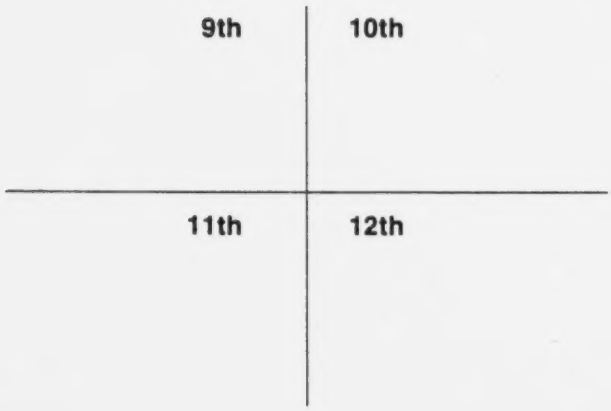
Now you know what Gunther has to take.

There are still a lot of possibilities, especially junior and senior year.

Requirements vary from school to school. Your school may have more requirements, or maybe you just have to show up for school.

You may need to look through your school brochure or catalog and pull out the requirements if it hasn't already been done.

Putting it in the:



format, quickly lets you see what you have to do!

NEXT

ELECTIVES Oh boy!

Most schools have a number of neat classes you can select. At some high schools, you can even choose classes from outside of your building at a Skills Center or Career Center. You may even be able to take classes at a community college or college your senior year or get credit for working.

There's usually a lot to choose from.

If you're very lucky, your school staff has organized the elective classes under career headings and by how much schooling you want. For exarnple, here's a combination of requirements and electives at Hamburg High for students interested in Manufacturing.

IF THEY WANT TO PREPARE IN HIGH SCHOOL:

9th Grade

1. U.S. History
2. English
3. Math
4. Health/Phys. Ed.
5. Science
6. Woods, Shop

10th Grade

1. World History
2. English
3. Math
4. Speech/Phys. Ed.
5. Drafting, Woods, Power, Typing
6. Science

11th Grade

1. English
2. Drafting
3. Math
4. Van Buren Skills Center
   (Mach. Shop, Plastics, Welding)
5. Van Buren Skills Center
6. Van Buren Skills Center

12th Grade

1. Government/Family Life
2. Drafting
3. Math
4. Van Buren Skills Center
   (Mach. Shop, Plastics, Welding)
5. Van Buren Skills Center
6. Van Buren Skills Center

IF THEY WANT TO GO TO COLLEGE:

9th Grade

1. U.S. History
2. English
3. Math
4. Health/Phys. Ed.
5. Science
6. Typing

10th Grade

1. World History
2. English
3. Math
4. Speech/Phys. Ed.
5. Drafting, Language
6. Science

11th Grade

1. English
2. Drafting
3. Math
4. Science
5. Composition/Elective
6. Language

12th Grade

1. Government/Family Life
2. Drafting
3. Math
4. Science/Van Buren Skills Center
   (Mach. Shop, Plastics, Welding)
5. Composition/Van Buren Skills Center
6. Language/Van Buren Skills Center

If your school set this up for you, it's probably a helpful guide. You should thank your counselors because it was a big job!!

If this hasn't been done already, your counselor was sick or busy with other projects. (Sure, sure)

You can become your own organizer.

As you go through your school handbook of course descriptions, use this as a guide.

If you're interested in this career — these classes may be helpful.

AGRIBUSINESS— all science classes, math, intro to computers, shop classes, marketing, business and sales, home economics.

BUSINESS AND OFFICE— typing, computers, accounting, English, speech, math, co-op

COMMUNICATIONS AND MEDIA— art, journalism, English, speech, school newspaper, publications, photography, printing, graphics, math, drafting.

CONSTRUCTION— shop classes, woodworking, math, English, science, physical science, phys. ed., drafting, vocational classes in building trades, or electricity.

FINE ARTS (Liberal)— drama, phys. ed., English, composition, speech, art, all science, math, history.

HEALTH— biology, chemistry, math, English, home ec., phys. ed., vocational classes in nursing or medical laboratory assisting.

MANUFACTURING— math, drafting, industrial arts (especially metal shop), welding, machining trades, plastics, work experience, co-op, apprenticeship with employer.

MARKETING— business, retailing classes, economics, speech, English, art, marketing classes, foods program, home economics, co-op, work experience.

SCIENCE AND TECHNOLOGY—biology, chemistry, physics, algebra, geometry, calculus, any vocational classes in electronics, technology or repair.

SERVICE— English, speech, cadet and teacher aide, health classes, phys. ed.

TRANSPORTATION— shop classes, auto mechanics, auto body, welding, math, reading.

In addition to classes offered right at your high school, you could also choose from these programs at the Van Buren Skills Center.*

AGRIBUSINESS

Agricultural Production
Agricultural Mechanics
Horticulture/Landscaping

BUSINESS AND OFFICE

Accounting and Computation
Data Processing
Secretarial and Related Occupations

COMMUNICATIONS AND MEDIA

Commercial Art
Commercial Photography
Graphics

CONSTRUCTION

Construction Trades

HEALTH

Medical Lab Assistant
Nursing Assistant

MANUFACTURING

Welding
Machining
Plastics
Computer-Assisted Design/Drafting

MARKETING

General Marketing
Food Management

SCIENCE AND TECHNOLOGY

Electronics
Electrical

SERVICE

Child Care
Cosmetology

TRANSPORTATION

Auto Body Repair
Auto Mechanics
Automotive Parts

*For more information, ask your counselor for VBSC brochure.

Gunther picked classes from the post secondary route. In the next section of the E.D.P., he identified important electives he could take at grades 9, 10, 11, and 12.

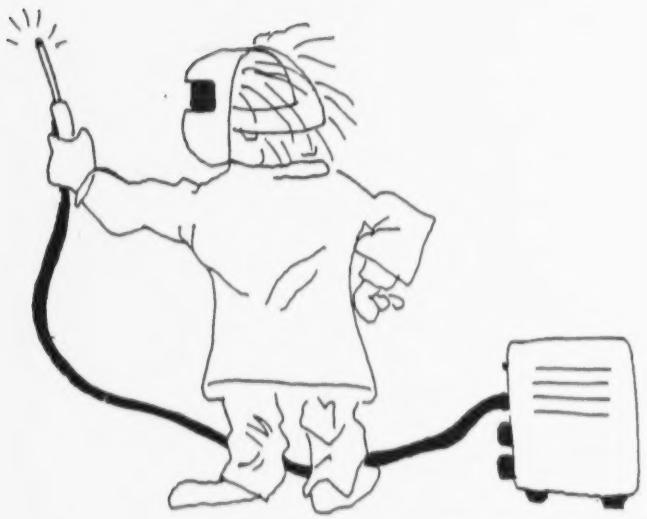
Classes I can take in high school that are useful:

9th grade: math and shop
10th grade: metal shop and math
11th grade: welding at Skills Center
12th grade: welding at Skills Center

The next section deals with activities or work experiences Gunther could get that would be helpful. Here are some examples.

—Work in the summer in a related job
—Go out on co-op or work experience
—Do volunteer work
—Work on yearbook or other publications
—Play sports
—Be a cadet or aide
—Work in the office
—Work in the library
—Join school clubs (what kind?)

Gunther wanted to work in the summer at Uncle Louie's Welding Shop.



Gunther's finished E.D.P. looked like this:

EMPLOYABILITY DEVELOPMENT PLAN

My name is GUNTHER WOLFBRADE Date OCTOBER 3, 2010

My school is HAMBURG HIGH Grade 9

A short term career goal I have is to be a WELDER.

Eventually, I would like to be a WELDING ENGINEER. The way I want to prepare for those careers is by GOING TO VAN BUREN SKILLS CENTER GO TO FERRIS STATE COLLEGE FOR ENGINEERING.

I made these decisions based on the following facts: I like MANUFACTURING, SCIENCE, AND CONSTRUCTION (Cluster) jobs, prefer working with TOOLS AND EQUIPMENT (Data, People, Things); I enjoy WORKING WITH TOOLS AND EQUIPMENT, BEING CHALLENGED MAKING MONEY, SEEING A FINISHED PRODUCT.

I am good at ENGLISH.

I need to improve in MATH.

My grade point average in the past has been 2.5.

Classes I can take at HAMBURG HIGH in ninth grade that would be helpful are: MATH AND SHOP CLASS

In tenth grade: METAL SHOP, MATH, AND SCIENCE

In eleventh grade, I could take: CHEMISTRY, GEOMETRY, AND WELDING AT SKILLS CENTER

In twelfth grade, I could take: PHYSICS, CALCULUS, AND WELDING AT SKILLS CENTER

Other activities I could be involved in are: WORK AT UNCLE LUDWIG'S WELDING SHOP

10th Grade Follow-up	11th Grade Follow-up	12th Grade Follow-up
Still is accurate: YES NO (Circle One)	Still is accurate: YES NO (Circle One)	Still is accurate: YES NO (Circle One)

THE CAR

Let's pretend you've made a decision to buy a used Camaro. You made these decisions.

Because your car interests were:

1. Sporty looks
2. Fast

Your abilities were:

1. Limited finance (no new car)

Now that you know what you want (used Camaro), what steps are you going to take to get it? Write them down on notebook paper (check answers at end of unit).

COLLEGE

You've decided to go to Michigan State University and you're going to major in _____.

What steps would you need to take to get from here to being enrolled as a freshman (or freshperson) at M.S.U.?

You've done a wonderful job.

Not only have you made a number of important choices based on goal exploration, but you've developed some good plans to get you moving in that direction.

It's important to recheck your plan each year to make sure things haven't changed for you too much!

Finally, you should have learned a good problem-solving process to use throughout your life.

See if you can list the four stages of problem-solving in order. If you can, you've learned a great deal.

CAR KEY

Possible steps include:

—Ask parents or relative for a loan
—Ask bank for a loan
—Ask friend for a loan
—Look in want ads for used Camaros
—Ask people if they know any one with a used car
—Call or visit car dealerships
—Test drive vehicle
—Ask mechanics for opinion of the car

COLLEGE KEY

—Talk to home school counselor about choices
—Read brochure for enrollment procedures
—Take A.C.T. or S.A.T. test
—Talk with Parents
—Keep your grades up
—Fill out application
—Send registration fee
—Vist campus (with parents)

CREDITS

To the students, teachers, counselors and administration and support staff in Southwestern Michigan whose unselfish contributions over the last twelve years lead to the discovery of the **"Formula For Your Future"**, including:

SHEREE ADAMS
DANE ALEXANDER
JOHN AVELIS
TIM BARRONE
SHERRIE BEASLEY
DORTHA BENSON
BILL BOLINGER
JANIE BROOKS
BOB BROWN
MELISSA BROWN
CAROLE BULLMER
CANDY CARON
CYNDA LOU CARSON
HEATHER CHAMBERLAIN
JOHN CHAPMAN
DOROTHY CHRISTENSEN
TOM CLARK
MARIANNA COOK
BARBARA COOMBS
SCOTT COPENHAVER
BOB CRETSINGER
ROSE DAGGETT
ROD DEYOUNG
SUE DOCK
DICK DOLL
WESLEY DRAKE
DOUG DYKEHOUSE
FRED ELMORE
PAT FEBLES
PAT FLYNN
PEGGY GAINES
STANLEY GARLOCK
GAYLE GETMAN
KAREN GIZZI
TIFFANY GLIDDEN
CAROL GODLEW
LEE GOLDNER
JACQUE GROENLAND
HANK GUDITH
CHIEMI GURNSEY
PAM HARVEY
LISA HASELBERGER
KIM HELLENGA
DIANE HITCHCOCK
DIANE HODGES
JEAN HOLLAR
KAREN HUDSON
JERRY HUTCHINS
LINDA ICIEK
RICK JOHNSON
CARLA JONES
JENNIFER KLACKLE
BRAD KLOW
KEL KOHLHAAS
DALE LEWIS
DONNA LEWIS
BOB LINDERMAN
TOM LOWRY
JOAN LUEER
JERRY LUTZ
KATHY MCNEMEE
MARIANNNE MENCK
BARB METCALFE
HARRY MILLER
PAT MULLINS
LILLIAN OLIVER
SUE OLSON
MARTHA ORR
ABBY PALANCA
AMY PETERSON
SANDY PETHICK
CONNIE PLATTEBORZE
TONY POGGI
JELAINE POWERS
DON PRICE
SCOTT PUGSLEY
DEBI REDA
STEVE STANARD
BERNIE STROTHER
JAYNE STOVER
NED SUTHERLAND
WAYNE TANZIE
RICHARD TAYLOR
ROD THOMAS
HOWARD THOMPSON
MIKE THORPE
HILDA TOTSKE
JIM VANDERKOLK
KERRIE VANDERROEST
JIM VUKELICH
BOB WAGLE
JIM WALLS
AL WOOD
WAYNE WORKS
BARB WRIGHT
WALT WUNDERLIN
JOHN YOUNG
LAURIE YOUNG
OTHER PHOTO STUDENTS
SKILLS CENTER INSTRUCTORS

Great job of looking at your interests and abilities.
Yeah, and you looked at some interesting options.
You made some good decisions too.
I think your plan will work.

Van Buren Intermediate School District/Van Buren Skills Center, Lawrence. MI 49064

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

EMPLOYABILITY DEVELOPMENT PLAN

My name is_____ Date_____

My school is _____Grade_____

A short term career goal I have is to be a _____.

Eventually, I would like to be a _____. The way I want to prepare for those careers is by _____

_____.

I made these decisions based on the following facts: I like _____

_____

(Cluster)

jobs, prefer working with _____; I enjoy _____

(Data, People, Things)

_____;

_____.

I am good at _____;

I need to improve in _____.

My grade point average in the past has been _____.

Classes I can take at _____ in ninth grade that would be helpful are: _____

_____.

In tenth grade: _____

_____.

In eleventh grade, I could take: _____

_____.

In twelfth grade, I could take: _____

_____.

Other activities I could be involved in are: _____

_____.

10th Grade Follow-up	11th Grade Follow-up	12th Grade Follow-up
Still is accurate: YES NO (Circle One)	Still is accurate: YES NO (Circle One)	Still is accurate: YES NO (Circle One)

Van Buren Intermediate School District
Van Buren Skills Center

Health Cluster

WHAT YOU SHOULD KNOW ABOUT HEALTH...

Health Care workers may do scientific and technical skills, and work directly with patients in a hospital, laboratory, clinic or office setting.

YOU SHOULD BE ABLE TO...

Read and do basic math, like to work with a variety of equipment, communicate well, be part of a team and work with people.

BENEFITS AND OUTLOOK...

The average health care worker in Michigan earns between $12,000-$15,000 per year. The Michigan job outlook is super. Employment in this occupation is expected to grow faster than the average of all occupations through the 1990's. For men, the outlook is great!

WHAT YOU'LL DO OR OBSERVE TODAY...

You may get a chance to look at a slide under a microscope, apply deep heat to your hand using a paraffin dip. You'll use an electronic thermometer and also an electronic blood pressure cuff to check your friend's temperature and blood pressure.

SOME REPRESENTATIVE JOBS IN HEALTH OCCUPATIONS ARE...

Nursing Assistant/Orderly, Medical Lab Assistant, Medical Office Assistant, Sports Medicine, Physical Therapy, Vetrinary Assistant and Pharmacy Assistant.

WHAT DO YOU THINK?...

Do you love it [] Like it [] It's ok [] Don't care for it []

WHAT'S NEXT...

You could learn many of the skills for this cluster at the Van Buren Skills Center or you could learn them after high school, on-the-job, at a community college, or college. Helpful high school classes are math, biology, and physical science. If you are interested in this area, you could come back to the Van Buren Skills Center to do a 2 1/2 hour internship and get even more information. You can also get more information by using the Michigan Occupational Information System (MOIS) in your school library. Check out these scripts:

Medical Technologist DPT164 Nurse Aide/Orderly DPT 174

Physical Therapy Assistant DPT63 Vetrinary Assistant DPT65

HEALTH CLUSTER

INTERNSHIP MODULE

VAN BUREN SKILLS CENTER

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap.

REVIEW

Welcome to the Health Cluster. This activities packet was written to assist you in making your visit to our program an enjoyable learning experience.

Hopefully, you have received some information on the Health Cluster. It will help us to know what influenced your visit today and where and how you have gotten information on our program.

Information Gathering

Please check as many as apply.

[ ] Listened to a tape at my home school.

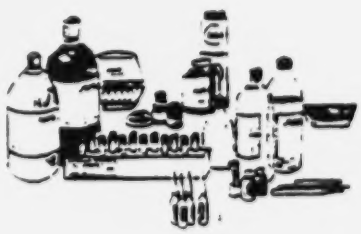
[ ] My parents encouraged me to visit this program.

[ ] A friend told me about the program.

[ ] My counselor sent me.

[ ] I know someone in the health field.

[ ] I have read about careers in health.



Values

Everyday, we meet life situations which call for thoughts, opinions, decisions and actions. These are all based on our attitudes and values. It is important for you to know how you feel and how you like to feel. It may be helpful to look at some important health values.

Let me introduce you to Jeff and Sue. Jeff is enrolling in the Health Cluster because he wants to become a Licensed Practical Nurse (LPN). Sue wants to become a Medical Technician. Like all of us, they have certain likes and dislikes. These would be called career values. Listed below are some of Sue and Jeff's career values.

*Jeff and Sue like to work with people.

*Jeff enjoys working with young children.

*Sue likes a fast paced schedule.

*Sue has always been interested in health, diet and science.

*Jeff wants a job that offers good job security.

*Sue wants a job that will allow her to have a set work schedule.

Would your values list look like:

[ ] Jeff's [ ] Sue's [ ] Neither

What would your list look like? I want a job that will let me:

_____ _____

_____ _____

_____ _____

_____ _____

Experience

In addition to what you've read or heard about health and your values, experience in a health setting would be helpful! Have you:

Been a patient in a hospital?	YES	NO
Been around sick people?	YES	NO
Worked in a hospital?	YES	NO
Had a physical exam in a doctor's office?	YES	NO

OVERVIEW

After you have read and worked on the next several sections of this internship packet, you will begin to know about the many different aspects of the Health Cluster. The exploration activities will include:

A) A look at the career ladder

B) Orientation to Health Occupations (video)

C) Participating in selected skills from the Health Cluster, for example:

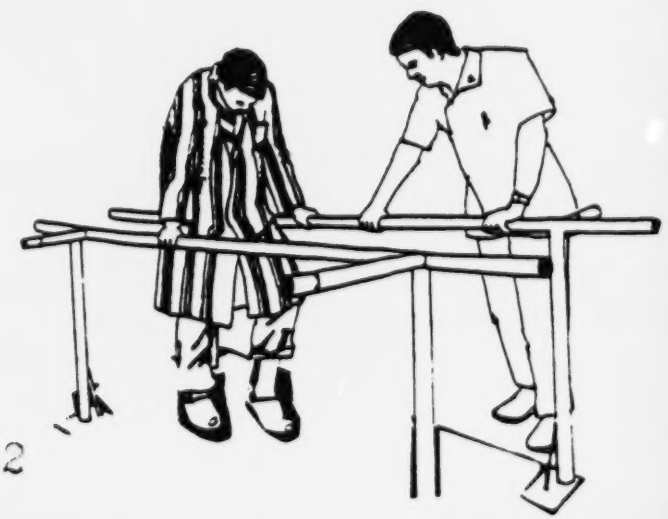
1) taking a blood pressure with an electronic cuff,
2) working an electric bed,
3) using a microscope, and
4) applying a heat treatment with paraffin.

These activities will help you become better acquainted with what we do in the Health Cluster. You will then be better able to make a decision as to whether or not this is the place for you.

PRESENTATION

A) Career Ladder

The Health Cluster is a program designed for students who wish to work in a health related field. There are over 300 occupations in the health area. There are different training levels and places of work. On the next page is a career ladder showing the career areas we explore here in the Health Cluster.



Nurse Aide/Orderly
Home Health Aide ——— (Direct Patient Care)
R.N./L.P.N. Work time spent with patients

Medical Lab Assistant
Medical Office Assistant — (Support Services)
Dietary Aide Work time spent working with equipment — Health Worker

Physical Therapy Aide
Occupational Therapy Aide
X-ray Technician Aide ——— (Care and Support)
Respiratory Technician Aide Work time divided between
Emergency Medical Technician patients and equipment

B) Communications Skills

Workers in the health care field need to be able to relate well with people. Patients and clients, whether coming in for a routine check-up or to receive extensive treatment, are usually experiencing some strong feelings. It is important for health workers to be able to communicate appropriately with a patient. Most communication in health care is verbal because we must: (1) establish rapport with the patient; (2) obtain information from him concerning his condition and progress; (3) collect pertinent information about him and relay it to other members of the health care team; and (4) give instructions to the family. The health care worker is expected to offer encouragement and support, to interpret information for the patient and to teach the patient. Some of these activities you will be more comfortable with than others, according to your abilities and experiences, but you should be prepared to perform all of these communications activities.

Anyone entering a health occupation must have a working knowledge of basic medical terminology. Medical terms may seem very difficult at first glance, but are not hard to learn if they are broken down into smaller or meaningful parts. You might think of them as tools to help you follow directions and do your job.

For example, we learn that <u>itis</u> means infection of, so that if we see <u>itis</u> on the end of a word, we know there is an infection of that body part. Let's try a couple.

tonsil<u>itis</u> - infection of the tonsils

appendec<u>itis</u> - infection of the appendix

hepat<u>itis</u> - hepat we learn, means liver, so this word means infection of the liver

See how easy these can be!

Some words are not made up of small parts, we have to learn their meaning. Examples of these words would be:

1) a skinned knee--ABRASION
2) a cut on the hand due to a knife--LACERATION
3) ankles are swollen--ANKLE EDEMA
4) the illness was ACUTE (sudden)
5) good skin care will stop a DECUBITUS (pressure sore) from occurring

You now have a new type of vocabulary!!

You know "itis" and you know abrasion

laceration

acute and

edema

Below are patients with common ailments. Identify the correct term by putting the proper letter beside the description. (You may have to refer to the previous page.)

A. edema
B. abrasion
C. tonsilitis
D. mittelsmirtz
E. hepatitis
F. laceration
G. reincarnation

Janie's tonsils are infected. [ ]

Ima Brave had a badly scraped knee. [ ]

Ted E. Bear had a badly cut finger. [ ]

The new patient had swollen ankles. [ ]

The cook's daughter had an inflamed liver. [ ]

Once you have completed this activity, check with the instructor for the answer key.

C) Nursing Assistant/Orderly Skills

First take a classroom tour and view the video.

then

A student guide will assist you with the following tasks:

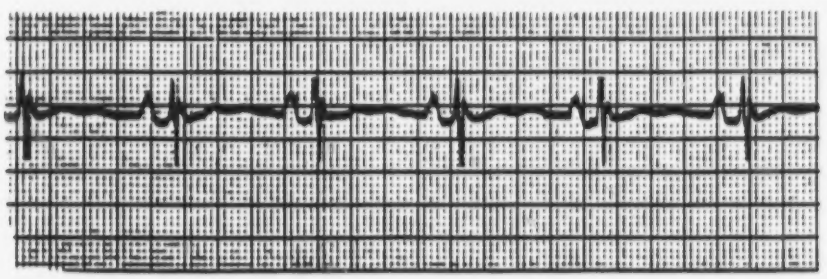
1) Take a blood pressure.

What is the top number? _____

What is the bottom number? _____

now

2) Check out our stress testing equipment.



D) Medical Lab Skills

Visit the lab with a student guide and look at the equipment.

Medical technologists are scientific fact finders who work in a clinical laboratory performing the many different kinds of tests on which physicians rely for help in diagnosing, monitoring, and treating disease.

The microscopes are set up with slides which you can view. Look at the slides and see the different cellular elements. You may focus the microscope to get a better picture. If you have never used a microscope, be sure to asks questions. Your instructor wants to point out some interesting objects to view at this time.

E) Health Cluster Skills

Paraffin Dip Heat Treatment

Used in physical therapy or sports medicine to relieve pain caused by arthritis, stiffness, fractures, and muscle spasms.

Directions:

Dip your hand into the melted wax quickly and remove it. Repeat this eight times to build up a thick coat of warm wax. Cover with plastic cover and wrap in heavy towel for twenty minutes, then peel off wax and notice the effect of the heat on your hand.

Decision Time

After completing these activities, do you:

[ ] want to be in the Health Cluster?
Med Lab [ ] [ ] Nurse Aide/Orderly

[ ] need more information because you are not sure?

[ ] think this is not the program for you, you'd like something else?

VAN BUREN SKILLS CENTER
VISITATION FORM

NAME_____ DATE_____

HOME SCHOOL_____ MALE____ FEMALE____ GRADE____

PROGRAM VISITED_____

AT THIS TIME, MY CAREER GOAL IS _____

____ I LIKED WHAT I DID TODAY AND I AM INTERESTED IN ENROLLING IN THIS PROGRAM.

____ I'M NOT SURE IF THIS PROGRAM IS FOR ME.

____ THIS PROGRAM IS NOT FOR ME.

____ I WOULD LIKE SOME HELP EXPLORING OTHER CAREER OPTIONS.

COMMENTS:

_____

_____

OTHER SKILLS CENTER PROGRAMS I HAVE VISITED IN THE PAST ARE:

_____

OTHER SKILLS CENTER PROGRAMS I WOULD LIKE TO VISIT ARE:

_____

PARENT NAME_____

STREET ADDRESS_____

CITY, STATE, ZIP_____

TELEPHONE_____

PLEASE RETURN THIS FORM TO THE CAREER RESOURCE CENTER BEFORE YOU LEAVE TODAY.

EMPLOYABILITY DEVELOPMENT PLAN

My name is: JOHN T. CHAPMAN; Plan Date: 10/03/88
My Date of Birth is:12/19/46; My Social Security Number is: 372483381
My School is: MATTAWAN; Class of: 1991; My Grade is: 10

A Short Term Career Goal I have is: TEACHER
Eventually I would to be a(n): COUNSELOR

The way I want to prepare for these careers is through:

VAN BUREN SKILLS CENTER;	WORK EXPERIENCE/CO-OP;
COMMUNITY COLLEGE;	COLLEGE OR UNIVERSITY;
GRADUATE SCHOOL;	

I made these decisions based on the fact that I like:
SERVICE jobs,
and prefer working with: PEOPLE, DATA, THINGS. I value:

CREATIVITY;	HELP OTHERS;
MAKE MONEY;	TEACH;
VARIETY;	INDEPENDENCE;
TIME OFF;	WRITING;
DOING ARTWORK;	PRAISE;

I am good at:

IMAGINATION;	WRITING SKILLS;
ARTWORK;	INTERPERSONAL;
TENACITY;	

I need to improve in:

ORGANIZATION;	NEATNESS;
COMPLETING TASKS;	PATIENCE;
DETAIL WORK;	

My Grade Point Averages have been:
9th: 10th: 3.000 11th: 12th:

Classes I can take at MATTAWAN that would be helpful are:

PSYCHOLOGY;	SOCIOLOGY;
ENGLISH CLASSES;	ART;
CHILD CARE AT VO-TECH;	

The Van Buren Vo-Tech. Center Program's that would be helpful are:
CHILD CARE, MARKETING, COMMERCIAL ART

Useful work or co-op experiences I've had, or would like to have:
COUNSELOR AT SUMMER CAMP IN THREE RIVERS

After I graduate I will:
GO ON TO COLLEGE AT W.M.U., AND THEN GO TO WORK AS A TEACHER

9th GRADE CLASS PLAN Date of plan(MM/DD/YY): / /

Name: JOHN T CHAPMAN SS#: 372483381 School: MATTAWAN
Current grade: 10
Career goal: COUNSELOR

Classes	Smstr.	Gpnt.	Graduation Requirements
>HISTORY		2.000	U.S. HISTORY
>ENGLISH		3.000	ENGLISH
>ALGEBRA		2.000	MATH
>HEALTH	1	3.000	HEALTH/PHYS. ED.
>PHYS.ED	2	2.000	
>ART		3.000	
>SPANISH		4.000	

GPA - this grade=2.714
GPA cum. to date=2.857

10th GRADE CLASS PLAN Date of plan(MM/DD/YY):10/03/88

Career goal: COUNSELOR

Classes	Smstr.	Gpnt.	Graduation Requirements
>WORLD HISTORY		2.000	WORLD HISTORY
>ENGLISH		4.000	ENGLISH
>ALGEBRA		2.000	MATH
>SPEECH	1	3.000	SPEECH/PHYS. ED.
>PHYS.ED.	2	4.000	ELECTIVE
>BIOLOGY		2.000	SCIENCE
>ART		4.000	

GPA - this grade=3.000
GPA cum. to date=2.857

Van Buren Intermediate School District
Van Buren Skills Center
Career Development

Minute Masteries

1

AGRIBUSINESS

The size of the particle affects the rate that water will drain through them. The larger the particle, the more air spaces there are between them, and the faster water will drain through. The farm owner has three fields that you need to judge:

Field Y
When you walk across the field, clumps of soil fall from your shoes. When you drive a tractor across it, you can see tire tracks.

Field O
When you walk across it, soil sticks to your shoes. It is slippery and sticks to tires. There are wet spots in the field.

Field U
You can walk across the field without sinking. Soil does not stick to your shoes. Tractor tracks are barely visible.

A. Match the soil texture to each of the fields.
1. Sand 2. Loam 3. Clay

FIELD Y:_____

FIELD O:_____

FIELD U:_____

B. Which field needs drainage? _____

C. Which field would need irrigation during a drought (a long, dry spell)?

_____ _____

MINUTE MASTERY II

YOU HAVE A PEST CONTROL PROBLEM! In the past, your crops have been ruined by the Hessian Fruit Fly. You want to stop the damage with a pest control program. You must decide which stage in the life of a fly would be the easiest to attack. You looked in a book and found these four stages in a fly's life cycle:

Eggs Larva Pupa Fly

1. *Eggs* are tiny and can only be found on the underside of the leaves on a plant. This stage lasts three days.

2. *Larva* are slow-moving caterpillars which can be found eating leaves on the top of the plant. This stage lasts two weeks.

3. *Pupa* is the stage where the insect is wrapped in a hard plastic-like covering and burrows into the ground. This stage lasts three days.

4. The *fly* hatches from the pupa. They are very tiny, very small and don't eat leaves or crops. They lay eggs on the leaves of the plant. This stage lasts five days.

A. Write the number of the stage which would be the easiest to stop with a pesticide program.

1. Egg

2. Larva

3. Pupa

4. Fly Answer:_____

Why?

ANSWERS
AGRI-BUSINESS—NATURAL RESOURCES
MINUTE MASTERY I

A. If you answered:

FIELD Y: 2. Loam

FIELD O: 3. Clay

FIELD U: 1. Sand

You are correct.

Field Y contains some water. The soil sticks together but it does not stick to your shoes as in Field O. Water is still standing in Field O suggesting very poor drainage. The field is slippery, indicating a smooth surface with little space between the particles for water to drain.
Soil does not stick to your shoes in Field U and the tracks can barely be seen. Most of the water has drained from this field.

B. FIELD O needs drainage.

C. FIELD U may need irrigation as it does not hold water.

MINUTE MASTERY II

A. If you answered -2, *larva stage*, you are correct.

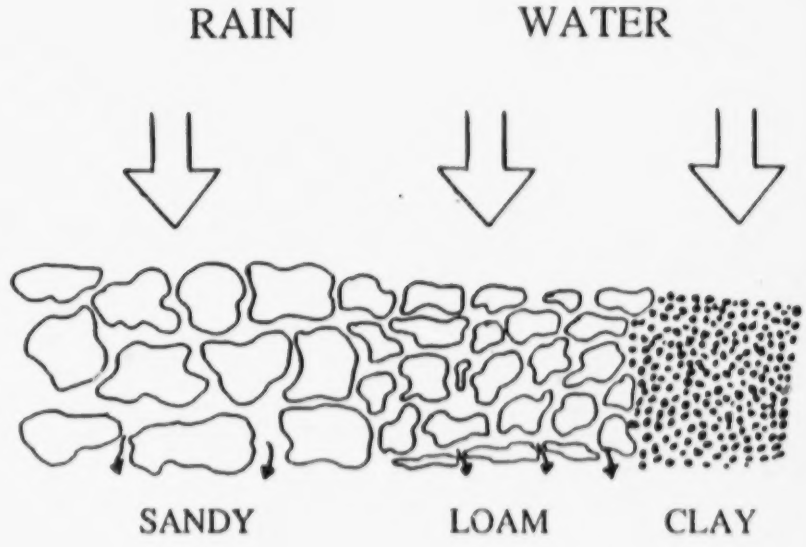
B. This stage is easiest to discover. Caterpillars are **large** and clearly visible on top of the plant. They are **slow-moving** and do not move from the plant as flies do. This is also the longest stage (two weeks) and would allow you more time to start your pest control program.

AGRI-BUSINESS—NATURAL RESOURCES

Agri-Business and Natural Resources jobs deal with growing and harvesting raw materials for food, clothing, shelter, and energy. In addition, jobs in this cluster deal with protecting our natural resources and with mining minerals, coal, and oil. People doing these jobs usually work alone and out of doors. Some jobs you could have are farmer, rancher, conservation officer, and lumberjack.

MINUTE MASTERY I

You just got a job on a farm. One of your duties is to determine whether different fields need irrigation. In order to do that, you need to know about soil texture. There are three basic kinds of soil: sandy, loam, and clay. One way to tell the difference among them is by particle size. See enlarged examples below.



Van Buren Intermediate School District
Van Buren Skills Center
Career Development

Minute Masteries

2

BUSINESS & OFFICE

MINUTE MASTERY II

As a file clerk, you have been hired to help Mrs. Welch get out of a jam. She needs to organize her files by company so that she can retrieve them alphabetically. Your job is to organize the following five company cards in alphabetical order.

A. Johnson Corporation
809 Strawberry Lane
Martin, MI 49078

B. Jones Company
Mrs. Arlene Jordan, President
1 Raspberry Row
Hopkins, MI 48201

C. J. H. Karmel, Inc.
Taffy-Apple Terrace
Plainwell, MI 48201

D. John Jeffries, President
Grape-Fruit Supplies
Vine Street
Paw Paw, MI 49079

E. Janie's Jelly Donuts
999 Cherry Field
Muskegon, MI 49440

A. Order	Letter
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

MINUTE MASTERY III

You are the receptionist at Herbert's Hoover. Things have been going well until you receive this call from Mr. Smith, a very dissatisfied customer. "That new vacuum cleaner, Model 811, that your salesman, John Duster sold me, is worthless. I want my money back immediately!"

As the receptionist, which would be the best response:

1. "I'm sorry, sir. I am sure we can refund your money right away!"
2. "I don't know what is wrong. We've never has any trouble with that model. How did you assemble it?"
3. "I'm terribly sorry you are having difficulty. Mr. Duster will be back at 1:00. Could I have him call you when he returns?"
4. "I'm sorry, sir, Mr. Duster will be back at 1:00. Could you call back then?"

Answer: _____

ANSWERS
BUSINESS AND OFFICE
MINUTE MASTERY I

Taco Taco made $4,117.25 this week. You needed to subtract the total expenses from the total revenue (money coming in).

Revenue		Expenses	
Tacos	$ 9,427.13	Food Supplies	$7,528.35
Drinks	+3,240.25	Salaries	975.28
		Napkins	32.52
TOTAL	$12,667.38	Straws	+ 13.98
		TOTAL	$8,550.13

Total Revenue	$12,667.38
Expenses	- 8,550.13
TOTAL INCOME	$ 4,117.25

MINUTE MASTERY II

A. 1. d Grape-Fruit Supplies (Jeffries is the president, not the company name.)

2. e Janie's Jelly Donuts

3. a Johnson Corporation

4. b Jones Company

5. c Karmel, J.H. Inc. (You organize alphabetically with the last name first.)

MINUTE MASTERY III

Best Answer: 3

Answer #1 gives a promise that you might not be able to keep.

Answer #2 challenges the customer's ability.

Answer #4 is good in that you apologized, but you are putting the responsibility back on the customer when you ask him to call back.

Answer #3 is polite because you responded to the person's feelings, and effective because you initiated a course of action.

BUSINESS AND OFFICE

Jobs in the Business and Office Cluster deal with computing, organizing, copying and communicating information. Some of the machines used are typewriters, computers, telephones and calculators. Speed and accuracy are very important. Although there is some communication with others, most of the work is done alone. Some of the jobs you could have in Business and Office are accountant, telephone operator, tax auditor, secretary, and computer programmer.

MINUTE MASTERY I

Congratulations, you have just been hired as a bookkeeper for the Taco Taco Restaurant. This week the restaurant took in $9,427.13 from the sale of tacos. Might-Be-Meat was paid $7,528.35 for food supplies. The restaurant received $3,240.25 for drinks. The following bills were paid: paper napkins, $32.52; paper straws, $13.98; and salaries, $975.28.

Your job as bookkeeper will be to figure out how much Taco Taco made this week.

Answer: _____

Van Buren Intermediate School District
Van Buren Skills Center
Career Development

ANSWERS

COMMUNICATIONS AND MEDIA

MINUTE MASTERY I

A. 2, 3, 5, 6 and 10 all go together. The other items are not related. For example, the time breakfast was served (4) has nothing to do with a permanent nuclear ban (3).

B. WHO— (10)—Main people involved from U.S.A., U.S.S.R., and China.

WHAT— (3)—Permanent ban on nuclear weapons and

(6)—World peace reached.

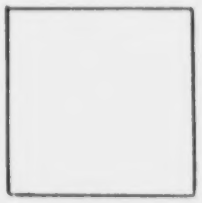
WHERE/WHEN— (2)—Meeting held in Paris, January 3, 2000.

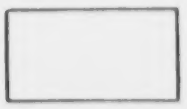
WHY— (5)—Leaders from different countries reach understanding.

MINUTE MASTERY II

1. Your drawings should look like this:

A.

B. 

C. 

2. A. Triangle Width of Base 5ft. Height 6 ft.

B. Square Width 6 ft. Height 6 ft.

C. Rectangle Width 4 ft. Height 3 ft.

COMMUNICATIONS AND MEDIA

People have always tried to share information with each other from a pat on the back to a kick in the pants. Communication can take many forms from the simple spoken or written word to satellite transmission of visual images and sound.

If you have a job in communications and media, you would spend time working with equipment such as pen and paper, cameras, and teletype machines. Some of the jobs you could have are photographer, illustrator, drafting technician, journalist, printer and radio/television announcer.

MINUTE MASTERY I

Lucky you! Lou Grant wants you to try out as a reporter. Your assignment is to write an article about world peace. The following items come off the wire service:

1. Muhammed Ali wins title back for 12th time.
2. Meeting held in Paris, January 3, 2000.
3. Permanent ban on nuclear weapons.
4. Breakfast was served at 10:30 a.m.
5. Leaders from different countries reach understanding.
6. World peace reached.
7. Meeting was attended by local Hartford civic leaders.
8. Mickey and Minnie celebrate golden wedding anniversary.
9. Efforts to revive him failed.
10. Main people involved from U.S.A., U.S.S.R., and China.

A. Your first task is to identify the **essential facts** for your story by circling the letters before the items that you would include in your story.

B. A good news story includes *who, what, where, when, and why!* Identify these five items in the story about world peace.

WHO:

WHAT:

WHERE:

WHEN:

WHY:

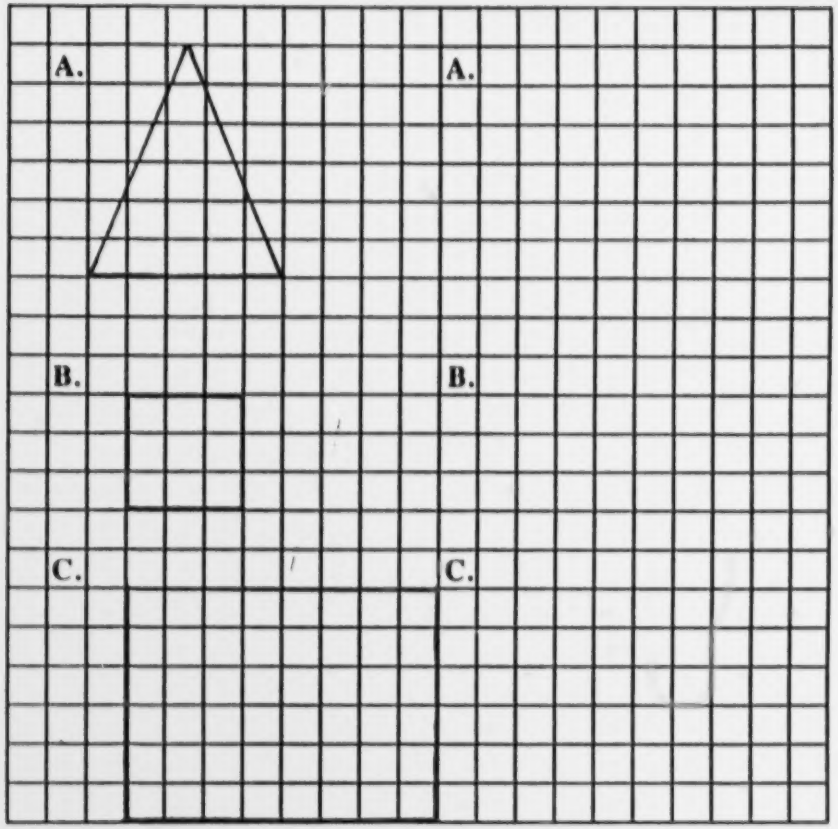
MINUTE MASTERY II

You have just been given an assignment at Graft N' Graphics by the head drafting technician, Jane Jones. She needs to have each of these figures redrawn. On the graph paper next to each, using a straight edge or ruler, follow her exact directions for each figure.

1. A. Redraw this triangle exactly as it appears.

   B. Make this square exactly twice as big as it is now. (outside dimension)

   C. Make this rectangle exactly half the size it is now. (outside dimension)



There is a lot of measuring involved with your job. Ms. Jones knows how large the originals were, but she wants you to record the measurements of the new figures. In order to do this, you need to know that one square on the graph paper equals one foot.

New Measurements

2. A. Triangle Width of Base _____ Height _____

   B. Square Width _____ Height _____

   C. Rectangle Width _____ Height _____

Van Buren Intermediate School District
Van Buren Skills Center
Career Development

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, original origin or ancestry, age, sex, marital status, or handicap.

D. If it was a dry day, how might you change the mixture?

1. Add a little more water

2. No change

3. Add a little less water.

Number _____

ANSWERS

CONSTRUCTION

MINUTE MASTERY I

Answer depends on the walls in your building.

MINUTE MASTERY II

A. 1. 3

2. 1

3. 1

B. 1. 9

2. 3

3. 3

C. 1. 1 1/2

2. 1/2

3. 1/2

D. 1. Add a little more water because you do not want the mortar to set-up (dry) too fast. You would not want to add too much water because the mortar would be too runny.

CONSTRUCTION

People have the ability to modify and shape their environment. One of the major ways they have shaped the environment is through building. If you were in a construction job, you would use a variety of equipment, from hammer and nails to giant earth movers. You would be required to have some physical strength as well as a basic math ability. Most of the construction jobs are outdoor jobs.

MINUTE MASTERY I

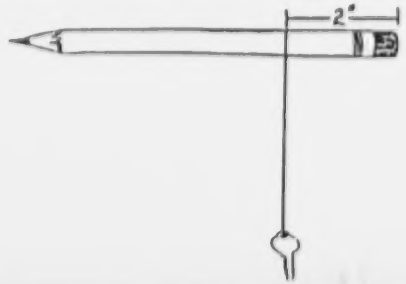
Part of your job as a construction worker is to determine whether walls or other structures are straight. Most people would prefer to live in a house like this:

rather than one like this:

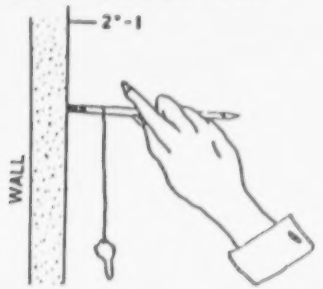
The way you decide whether a structure is plumb (or straight up and down) is by using a plumb line. A plumb line is a string with a weight on the end. Here are the steps in finding out whether a wall is straight:

STEP 1: Tie a string exactly 2 inches from the end of the pencil eraser. Use the ruler on the edge of the inside cover

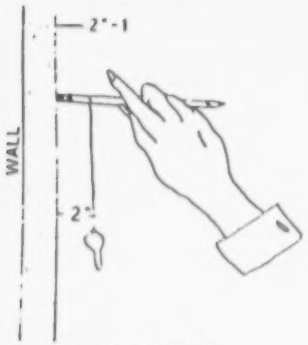
STEP 2: Tie a heavy object on the other end of the string. You could use a key or even another pencil.



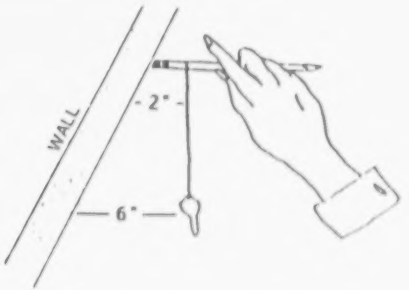
STEP 3: Now hold the pencil eraser against the wall (the string should be 2 inches from the wall).



STEP 4: After the string stops swaying, measure the distance from the key (or pencil) to the wall. Again, use the ruler on the edge of the inside cover to measure.



Plumbed Wall
(congratulate the builder!)



Not Plumbed
(call the principal!)

STEP 5: If the distance is 2" at both top and bottom, the wall is plumb (Fig. A). If the distance is different, the wall is not plumb.

Now check the indicated walls and tell whether they are plumb or not:

Wall "a" _____

Wall "b" _____

Wall "c" _____

MINUTE MASTERY II

One task you would often find on a construction site is mixing mortar. You have been asked to mix three batches of mortar of differing sizes for the head mason, Lance Bricker. The most important thing to remember is that each batch should have the same consistency no matter what the size.

In order to do your calculations, you need to know that: 1) each shovel full equals one part; and 2) each quart of water equals one part. Each basic batch needs to have:

3 parts sand 1 part masonary cement 1 part water

A. How many shovels full each of sand and masonary cement and quarts of water would the basic batch contain?

1. _____ shovels of sand
2. _____ shovels of masonary cement
3. _____ quarts of water

B. Lance has an extra worker on the job and they are moving along rapidly. He needs you to mix a batch three times as big as the basic batch. How much of each item would this batch contain?

1. _____ shovels of sand
2. _____ shovels of masonary cement
3. _____ quarts of water

C. Lance is almost finished with the job and he needs just a little more, so he asks you to mix a half a batch. How many shovels and quarts of water would this batch contain?

1. _____ shovels of sand
2. _____ shovels of masonary cement
3. _____ quarts of water

Van Buren Intermediate School District

Minute Masteries

5

FINE ARTS & HUMANITIES

FINE ARTS AND HUMANITIES

Major career areas found in Fine Arts and Humanities are art, music, philosophy, literature, and history. It is a creative group of jobs that deal with the existence of man as reflected in art, writing, and music. This would be expressed by one person's interpretation of life.

If you were to work in this area, you would need to be creative, highly disciplined, work well alone, and be enterprising, as most people in this cluster create their own jobs. For most people, it is a leisure time activity. There is often no steady employment in jobs in this cluster. Some jobs you could work in are composer, artist, sculptor, novel writer and entertainer.

MINUTE MASTERY I

Congratulations, you have just become a famous thinker. Phil Ossifer said:

All birds have feathers.
Robins are birds.
Therefore, robins have feathers.

This is a type of thinking called deductive reasoning. What do you think about this statement?

MINUTE MASTERY II

Now you have a chance to express yourself. Choose one of the following words (love, hate, joy, anger). Either draw or write your interpretation of the word you have chosen:

ANSWERS

FINE ARTS AND HUMANITIES

MINUTE MASTERY I

The problem with this kind of thinking is that it is not always accurate. The thinker is going from general statement, i.e., "All birds have feathers" and "Robins are birds", to a very specific statement based on the others—"Robins have feathers." In this instance, it was correct.

MINUTE MASTERY II

There is no correct response as it is open to interpretation.

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

Van Buren Intermediate School District
Van Buren Skills Center
Career Development

ANSWERS

HEALTH

MINUTE MASTERY I

A. 3—is the best answer. Although Mrs. Cornwell tells you she is angry, her feelings are based on the fact that everyone she knows there has died. She is really telling you, "I am **afraid** if I stay here I will die too!"

B. 2—is the most accurate feeling. Just happy or content are not strong enough feelings. If you thought you had cancer and then found out you did not you would feel **tremendous.**

C. 1—is the most accurate. He has told you his feelings, "Nobody cares about me."

MINUTE MASTERY II

A — 1:40

B — 1:70

C — 1:100

D — 1:120

E — 1:80

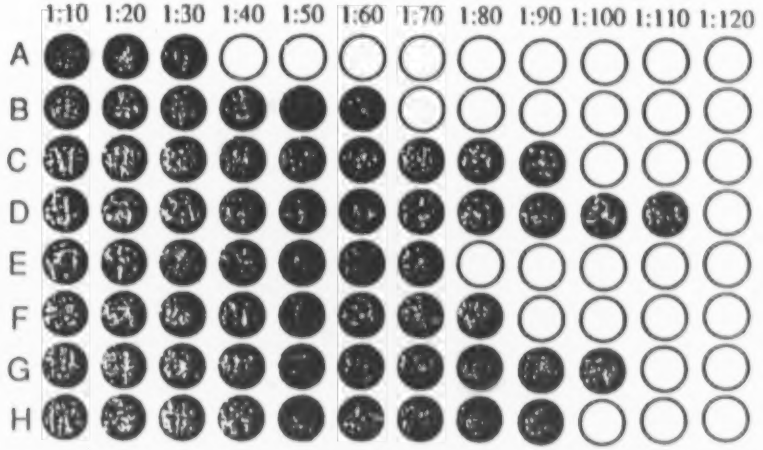
F — 1:90

G — 1:110

H — 1:100

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

Observe the following test plate and record the end points, as illustrated in the examples.



A—_____ E—_____

B—_____ F—_____

C—_____ G—_____

D—_____ H—_____

HEALTH

There is an increasing need for people to work in health in both treatment and prevention. Treatment jobs are concerned with helping people who are sick or injured. Jobs involve admitting, diagnosing, treating, and care for people. Some of the jobs you could do in health treatment are nursing aide, male orderly, doctor, nurse, and therapist.

Prevention jobs are concerned with discovering and investigating the causes of and cures for diseases. People in these jobs usually work alone in laboratory setting. Some of the jobs you could do in health prevention are medical technician, X-ray technician, dental lab technician, and medical laboratory assistant.

MINUTE MASTERY I

Workers in the health treatment field need to be able to relate well with people and have a good bedside manner. Patients and clients, whether coming in for a routine check-up or for extensive treatment are usually experiencing some strong feelings. It is important for health workers to be able to respond appropriately to the patients' feelings. One of the first steps would be to identify what the patient is really feeling. In each of the situations below, please identify the word that best describes what your patient is feeling.

Situation A

As you walk down the hall, you say hello to Mrs. Cornwell, an 80-year-old woman sitting in a wheelchair. She responds to your greeting by saying, "I am so angry. I told my son I did not want to come here, and he brought me here anyway. Everyone I know my age that comes to the hospital, dies here." She feels:

1. bitter
2. angry
3. afraid
4. sick

Situation B

You go into Mr. Ray Leaf's room and find him with a big smile on his face. He says, "Guess what? I am going home today! According to the X-ray, the spot on my lung was not cancer." He feels:

1. content
2. tremendous
3. happy
4. fulfilled

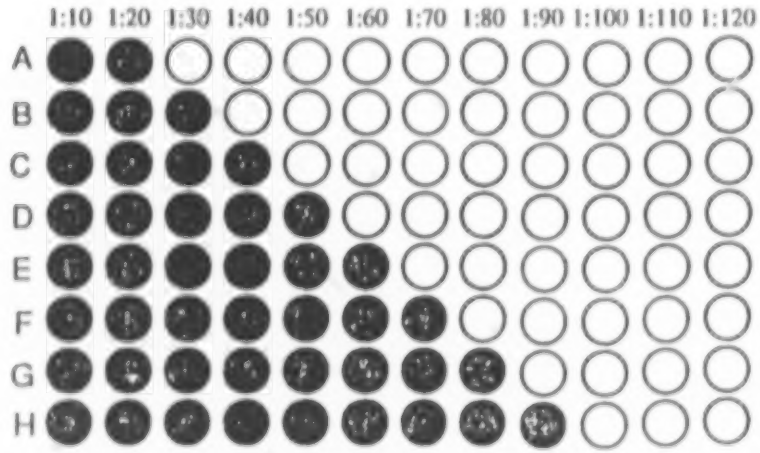
Situation C

Mr. Stonewall has been in the hospital for a week and has had no visitors. As you enter the room, he says, "What does a person have to do to get service around here? I have had a call light on for two hours. Nobody cares about me." He feels:

1. lonely
2. annoyed
3. frustrated
4. angry

MINUTE MASTERY II

You have just been hired as a medical laboratory aide for Dr. Hill. She has asked you to perform a lab test. The test you will perform will help her determine whether her pregnant patients have enough antibodies (protection) to guard against rubella (measles). If a woman is pregnant and is exposed to measles during her first three months of pregnancy, the baby could be born with birth defects. Accurate and precise test results are very important.



This picture shows an example of a completed test plate. As you can see, there are both dark and light circles. Each letter represents a patient. The dilution is the number of the last dark circle for each letter. For example, the dilution for A is 1:20, for B, 1:30, and for C, 1:40.

The end point is the number of the first light circle after each letter (and after the last dark circle). For example, the end point for patient A is 1:30. Answers for B through H go like this:

B — 1:40
C — 1:50
D — 1:60
E — 1:70
F — 1:80
G — 1:90
H — 1:100

ANSWERS
MANUFACTURING

MINUTE MASTERY I

1. C clockwise
2. D counterclockwise
3. H clockwise
4. E counterclockwise
5. G counterclockwise
6. counterclockwise

MINUTE MASTERY II

1. a
2. d
3. c

MANUFACTURING

The word manufacture means "to make" or "to do." People working in this cluster make products with machinery or by hand. Some companies produce thousands of objects, and some produce just a few. If you worked in manufacturing, you would use a variety of materials such as wood, metal, plastic, glass, clay, or food.

The equipment used in producing the goods range from hand tools to machines the size of a room. Manufacturing jobs require varying degrees of skill in calculation, precision, and detail. Much of the work is done alone. The environment may be very noisy if there are a lot of machines operating. Most jobs require the worker to follow both oral and written directions. Some of the jobs in manufacturing are welder, machinist, and injection mold operator.

MINUTE MASTERY I

You are the new machinist at Strip Year Gears—Tool and Die. The supervisor needs you to remesh some gears. First, you need to know about gears and directions.

This is a gear

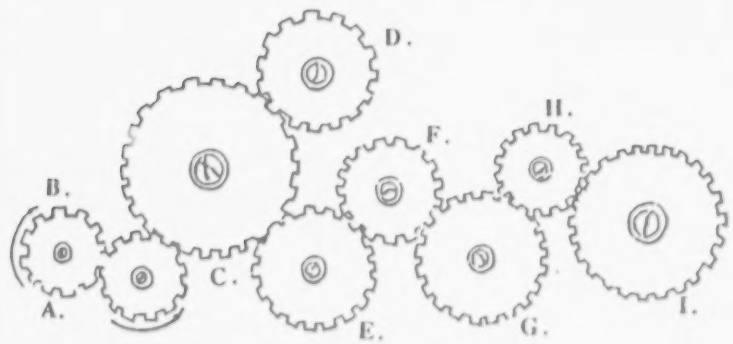
There are two directions a gear can turn.

Clockwise and counterclockwise

If gear A turns clockwise and gear B is engaged (interfaced) with A, it will turn in opposite directions.

If gear A turns counterclockwise, which way does gear B turn? (the answer is clockwise)

Here are the gears on a complicated piece of equipment:



If gear A turns clockwise, how will these other gears turn?

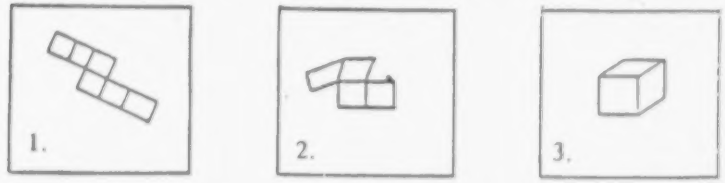
Gear	Direction
1. C	clockwise or counterclockwise
2. D	clockwise or counterclockwise
3. H	clockwise or counterclockwise
4. E	clockwise or counterclockwise
5. G	clockwise or counterclockwise

6. If Gear A turns counterclockwise, which direction will gear H turn?

MINUTE MASTERY II

People in manufacturing turn raw materials into a finished product. They often take their directions from blueprints. Since a blueprint is only one-dimensional, they need to be able to picture what a flat pattern will look like as a three-dimensional figure.

For example, by taking the pattern in picture one and folding it you would get the box shown in picture three.

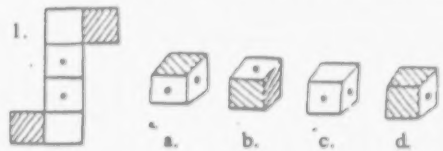


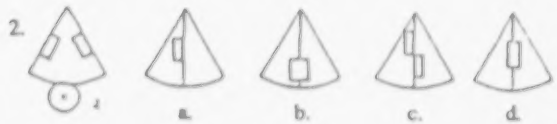
You have just become a worker for Bach's Top Cardboard Company. Your supervisor wants to make sure you can construct a box from a picture. You must tell how shapes A, B, and C would look folded into a box.

1. If you start with Pattern #1—what will the finished product look like: A, B, C, or D?

2. What will Pattern #2 look like?_____

3. What will Pattern #3 look like? _____





ANSWERS
MARKETING AND DISTRIBUTION

MINUTE MASTERY I

A. 3 —Since Wendel has a weight problem, his main concern is with calories.

B. 4 —Since Mikey has a sweet tooth, the six delicious flavors will appeal to him. Mikey's mom wants vitamins, so vitamins and flavors are your best bet. In this situation, you really have to sell two customers on the product.

C. 1 —Ruth has two concerns: time and hot cereal.

MINUTE MASTERY II

A. 3 —3.60 because a TX (tax) appeared after the number.

B. 3 —100.00 because an AT (amount tendered) appeared after the number.

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

MINUTE MASTERY II

Part of your job at the Hay 'n Pea is cashiering. In order to run the cash register, you need to know how to read the receipt.

Here are some of the symbols that appear on the receipt:

IX = Department of Sales

TA = Total Amount of Purchase

TX = Tax

TL = Total Sales

AT = Amount Tendered (received from customer)

CD = Cash Delivered (given to customer)

Hay 'n Pea
89.99 I X
89.99 TA
3.60 TX
93.59 TL
100.00 AT
6.41 CD

A. What amount represents the tax?

1. 89.99
2. 6.41
3. 3.60 _____

B. What amount is tendered?

1. 93.59
2. 89.99
3. 100.00 _____

MARKETING AND DISTRIBUTION

About forty percent of all jobs fall under the heading of marketing and distribution. Some are jobs that involve the packaging, shipping, displaying, promoting and selling of products and services. After a product is made and before it gets to you, most of the people that come into contact with it are in marketing and distribution. Other jobs involve recreation and leisure activities. Still other marketing and distribution jobs involve the preparation and selling of food and beverages.

Many jobs in this cluster involve working alone such as making out shipping orders and creating displays. Many jobs involve working with people such as sales and advertising. Workers must meet a variety of demands including appearance, manners, standing, and attending to detail. Some of the jobs you could have are store manager, salesperson, stock control, display person, waiter, cashier, host and hostess.

WHAT'S YOUR SALES PITCH?

MINUTE MASTERY I

The Cereal That's Right for _____

Kernal Infernal

The cereal that's fortified with the substantial amount of the U.S. recommended daily allowance of eight essential vitamins and minerals. This super cereal has .3 grams of fiber per serving plus the nutrition of wheat germ. Each serving contains only 110 calories and comes in six delicious flavors kids and grownups love. There is a neat, inflatible swimming pool in each package for the kids. Just add hot water to this cereal and it is ready to eat. Gives you instant energy.

This information appears on the back of each package of Kernel Infernal. You are a sales clerk at the Hay 'n Pea Grocery Store. What qualities of "Kernel Infernal" would you stress for these customers?

A. Wendel Cole wants a cereal that will allow him to get a good start in the morning, but will have a low calorie intake so that he can stay on his diet.

Which would be your best sales pitch?

1. High fiber

2. Gives you energy'

3. Only 110 calories per serving

4. Easy to prepare

B. Mikey Life — Mikey does not like anything. His mother is concerned about finding something that he will eat, but that will also give him a nutritious start in the morning. If it were up to Mikey, he would eat ice cream and cake.

Pick your best response:

1. The six delicious flavors and the inflatable pool.

2. Nutrition and vitamins.

3. Nutritious vitamins and inflatable swimming pool.

4. Vitamins and six delicious flavors.

C. Ruth Kramer—has time for no more than a cup of coffee in the morning. She would like to have more for breakfast, but it is hard for her to warm up to cold cereal.

Pick your best response:

1. Just add hot water to it.

2. Contains only 110 calories.

3. Delicious hot cereal.

4. Nutrition of wheat germ.

Minute Masteries

9

SCIENCE & TECHNOLOGY

Van Buren Intermediate School District
Van Buren Skills Center
Career Development

D. 83.78

E. 16.22

MINUTE MASTERY II

On the Job Experience #2

A. Series

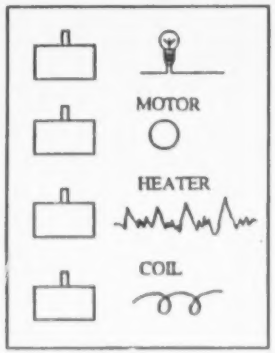
B. Parallel

C. No — because it is a series circuit

D. Yes — because it is a parallel circuit

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

B. Appliance #2 is a _____ circuit?



C. Will the lights work in appliance #1 if the heat element has a break in it? _____

D. Will the heater work in Appliance #2 if the coil has a break in it? _____

ANSWERS

SCIENCE AND TECHNOLOGY

MINUTE MASTERY I

On the Job Experience #1

B. The answer depends on your genes.

C. The answer depends on your genes.

SCIENCE AND TECHNOLOGY

Science and technology includes a large group of jobs that deal with investigating the world in which we live and applying this knowledge to our everyday lives. There are three main divisions: life sciences, physical sciences, and applied sciences.

Life sciences deal with the origin, development, function, and interrelationship of living organisms. Most jobs require college undergraduate and graduate degrees. Some jobs you could do in life sciences are geneticist, icthyologist and parasitologist.

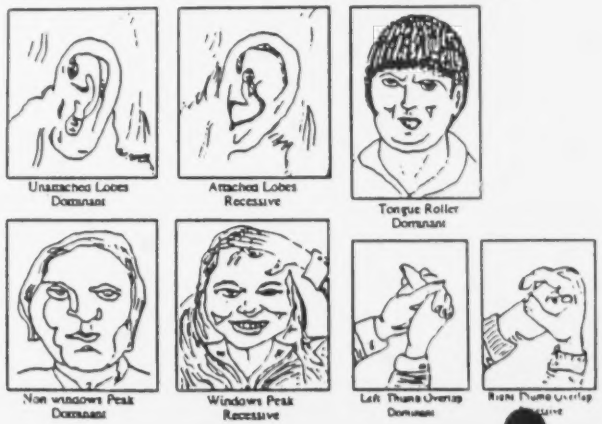
Physical sciences deal with the investigation of the world, with numbers, measuring distances, weights and chemical compositions. College degrees are a requirement for most jobs in this area. Some jobs you could have are geologist, astronomer and geographer.

Applied sciences deal with the practical application of scientific knowledge. Jobs in this cluster may involve the design, and repair of buildings, and/or installation of equipment. Some jobs you could have are large appliance technician, radio service person, computer technician, and electrical and mechanical engineers.

MINUTE MASTERY I

You have just been hired as an assistant to a geneticist who is researching human genetic traits. Some genetic traits are dominant or are more likely to occur. Other genetic traits are recessive or are less likely to occur. An example would be eye color: brown is dominant and blue is recessive; brown is more likely to occur than blue.

A. Examine the pictures and the captions below and identify whether you have dominant or recessive gene traits.



Put an **X** in the appropriate place.

SELF RATING

	DOMINANT	RECESSIVE
Earlobes		
Tongue		
Hairline		
Thumb Overlap		

B. What percent are you dominant? _____

C. What percent are you recessive? _____

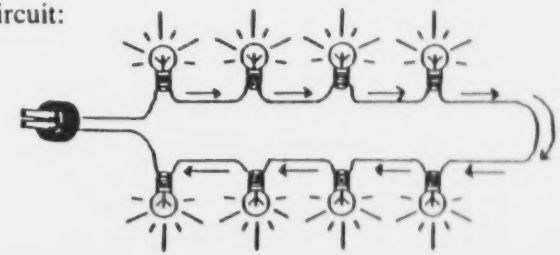
D. If 6 members of your class of 37 has attached ear lobes, what percent of the class is dominant in this genetic trait? (Round off to the nearest 100th) _____

E. What percent of the class is recessive? _____

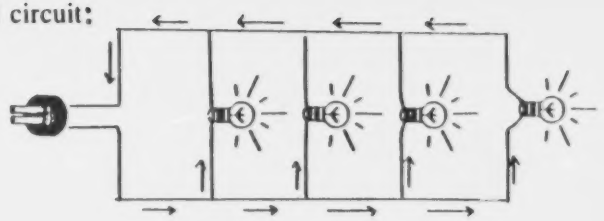
MINUTE MASTERY II

You have just become a service technician. You need to have some basic knowledge of electricity and wiring. There are two basic kinds of electrical circuits, the series circuit and the parallel circuit. Here are diagrams of how they look:

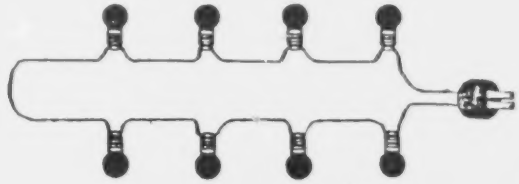
1. Series circuit:



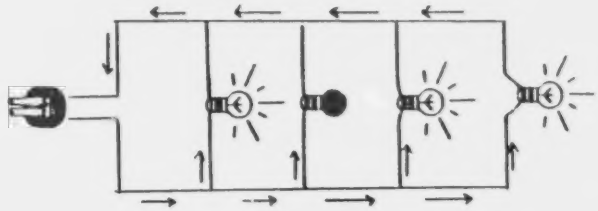
2. Parallel circuit:



One difference between the two circuits is when a light burns out in a series circuit, they all are out:

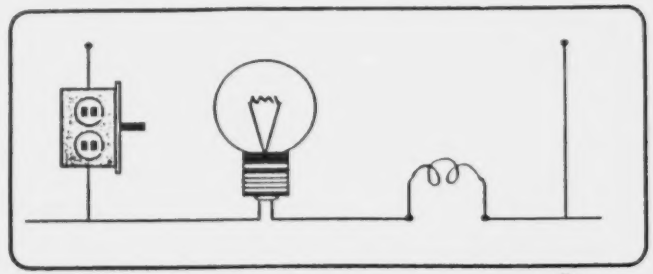


Whereas, with the parallel circuits, one light could be out, and the rest of them would remain on.



You are at a customer's house. Two household appliances are not working. Since you need "troubleshooting" skills, your first task is to decide what kind of electrical circuit the appliance has.

A. Appliance #1 is a _____ circuit?



Van Buren Intermediate School District
Van Buren Skills Center
Career Development

Minute Masteries

10

SERVICE

3. This answer is correct because it responds to and correctly identifies the person's feelings. It suggests a program that may solve the problem.

4. This answer suggests an unacceptable solution. If the dress needed to be shortened, it would have been done before the cleaning.

5. Not a bad answer. However, a promise is made that you may not be able to keep.

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

ANSWERS

SERVICE

MINUTE MASTERY I

A. 2 —Family Services for counseling.
3 —County Health for hearing.

B. 4 —Department of Social Services for emergency housing and financial aid.
5 —Van Buren House to help him with his drinking problem.

C. 3 —County Health for dental problems.
4 —Department of Social Services for financial aid.

D. 1 —Pro-Teen Center as a place to go outside the house.
5 —Van Buren House to find help for her father.

MINUTE MASTERY II

A. Answer 4

1. This answer gives no hope for a positive outcome.
2. The answer is true but does not respond to the person's feelings.
3. Challenges the person's opinion.
4. Responds to the person's feelings (disappointed), apologizes for any mistake, and offers hope for the future.

B. Answer 3

1. This answer may be true but it does not deal with the customer's problems.
2. Obviously, this is not a good answer because the customer noticed the spot.

This cluster is made up of two divisions, personal service and public service.

In personal service, workers keep buildings clean and in good repair. Other workers care for the possessions, clothing and appearance of other people. These jobs require patience, attention to detail, and ability to work with people. Some of the jobs in this area are janitor, barber, cosmetologist and laundry worker.

People in public service jobs are usually employed by federal, state and local governments. The jobs deal with serving the needs of people, and the assistance is usually available to everyone. There are no goods produced or sold. Some of the services are teaching, counseling, informing, protecting, inspiring and advising. Some of the jobs you could do in this area are teacher, police officer, politician, minister, mail carrier, and army officer.

MINUTE MASTERY I

You have just become an *intake social worker*. Your job is to decide which agency can provide the best service for the clients you interview.

First you need to know about the agencies in your community. Here is a list and description of those agencies:

1. Pro-Teen Center	Teenage drop-in center that has various programs for youth, ages 12 to 18. Drug information, recreation programs and counseling services are provided.
2. Family Services	Serves the county with counseling for parents and children. Both marriage and family counseling are provided by certified psychologists and social workers.
3. County Health	Provides health services such as immunizations (shots), blood tests, eye and ear screening, and dental care.

4. Dept. of Social Services	Provides financial aid to dependent children, food stamps and emergency housing.
5. Van Buren House	Provides drug detoxification services and personal social counseling for adults 18 years old and up.

Now that you are familiar with the agencies in your community, see if you can refer your clients to the appropriate agencies. In the space provided, please write the number(s) of the agencies that best fit the situation.

Situation A — Ann Bickerson is having discipline problems with her three grade-school-aged children. One of her children has problems hearing.

_____

Situation B — Dan Roberts lost his job because of a drinking problem and wants some help. He has lost his apartment, has no money and no place to stay.

_____

Situation C — Jim Person's wife moved out and left him with five children. He is unemployed, has no money, and his children need dental care.

_____

Situation D — Susie Smith is upset because her father has a drinking problem. She would like to have some help for him and a place for her to go outside the house.

_____

MINUTE MASTERY II

A. You have just started working at Cleo's Clipjoint. Your first customer shows you a picture of a movie star he wants to look like. When you finish, he says, "My gosh! You have cut it too short!"

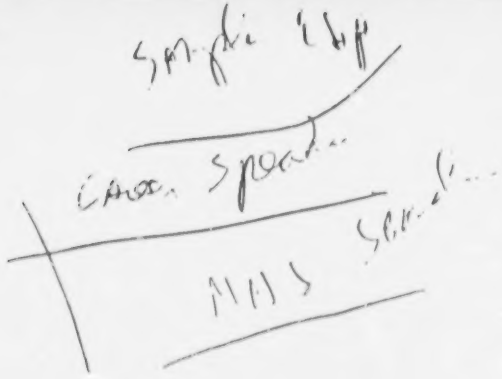
Circle the best response:

1. "Well, there is not much I can do about it now. I am sorry you do not like it."
2. "Just give it a few weeks, it will grow back."
3. "You look great! You look just like the picture."
4. "I am sorry you are disappointed in the cut; I think it is very becoming. Wait three weeks and if you still do not like it, it will be long enough to restyle".

B. At the Spot 'n Go, Peggy Sue has just come to pick up her prom dress. She looks at the hem and screams: "You idiot! There is a spot on this dress and I have to go to the prom at 9:00!"

Circle the best response:

1. "It is not my fault. Louie cleaned that dress."
2. "It is so light, no one would even notice."
3. "You are really burned up because this interferes with your plans. I am sorry this happened. Let me talk with the owner and see if there is something we can do."
4. "Well, I'm sorry. Why don't we just raise the hem line an inch?"
5. "I can understand you are upset. Why don't we run it through one more time. I know we can get it out."



Minute Masteries

11

TRANSPORTATION

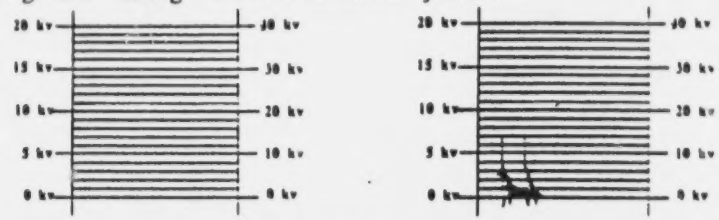
CD

Van Buren Intermediate School District
Van Buren Skills Center
Career Development

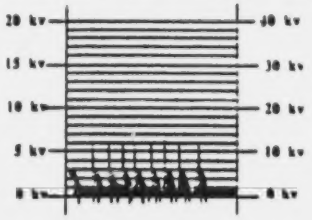
MINUTE MASTERY II

You have just started working as a tune-up mechanic at the Gas 'n' Go in Hartford.

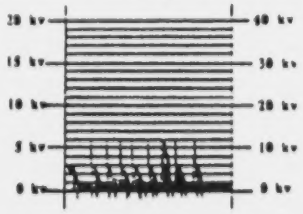
In order to do a tune-up, you need to be able to read a scope. When you look up an engine, you get a picture of how the spark plugs are "firing" for the different cylinders.



But you are dealing with an eight cylinder vehicle so the picture would look like this:



The car you are working on is a 1977 Lambrusco. It has a pattern like this:



As you look at the scope, you can probably notice one is not firing correctly.

If the cylinders fire in this order:

1	8	4	3	6	5	7	2

1. Which cylinder has the misfire? _____

check the answer!

This would be caused by either a fouled or a cracked sparkplug.

TRANSPORTATION

This cluster involves jobs that help people get from one place to another. This includes not only driving, directing, navigating and piloting, but also maintenance and repair of trucks, cars, motorcycles, boats, and airplanes.

Our ability to transport people and goods has improved greatly during the past fifty years. A trip that once required weeks can now be made in a few hours. After products are made, they must be taken to the consumer. The vehicles that carry these goods must be kept in good running order.

Drivers of vehicles spend most of their time alone. They need to be able to follow directions, sit for long periods of time, and not work in one place. Some jobs you could have are truck driver, pilot, navigator, and taxi driver.

People working in maintenance and repair need to have mechanical skills and patience. They spend a lot of time cleaning, diagnosing, and repairing various types of vehicles. Jobs you could have in this area are auto mechanic, auto body repair person, and diesel mechanic.

MINUTE MASTERY I

You have been hired as a truck driver for Buren Van Lines located in Paw Paw, Michigan. Your job involves taking goods from one area to another. Before you can begin to drive, you need to be able to read a map and plan your route. You have a partial Van Buren County map. The direction key is located in the lower left hand corner of the map.

A. You are located in Paw Paw, which is in the Central portion of the map.

1. Find Paw Paw

2. What town is due south of Paw Paw on M-40?

_____

3. What town is south-west of Paw Paw on M-51?

_____

B. What is the name of the river that crosses the map in the northern section?

C. Go north out of Paw Paw on M-40. Take a **right turn** on 42nd Avenue. What is the name of the town at the intersection of 42nd and 653?

Minute Masteries
Work Book

Van Buren Intermediate School District
Van Buren Skills Center
Career Development
250 South Street
Lawrence, Michigan 49064

Agri-Business and Natural Resources

Minute Mastery I

A. Field Y
Field O
Field U

B. Which field needs drainage? _____

C. Which fields would need irrigation? _____

Minute Mastery II

A. _____

B. Why? _____

_____

Business and Office

Minute Mastery I

Calculation space

Answer _____

Minute Mastery II

A.

Order	Letter
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Minute Mastery III

Answer _____

Communications And Media

Minute Mastery I

A. 1. _____ 7. _____

2. _____ 8. _____

3. _____ 9. _____

4. _____ 10. _____

5. _____ 11. _____

6. _____

B. Who:

_____

_____

_____

What:

_____

_____

_____

Where:

_____

_____

_____

When:_____

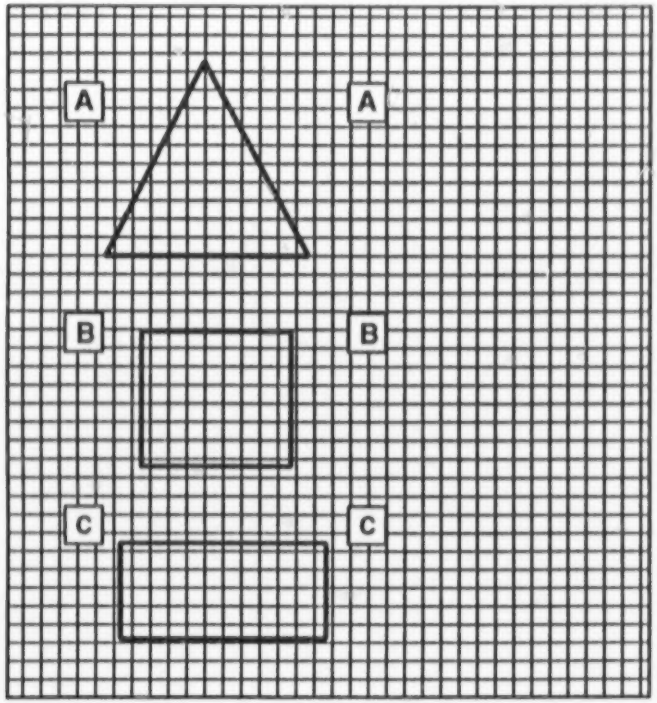
_____

Why:_____

_____

MINUTE MASTERY II

1.



2. A. Triangle Width of Base _____ Height _____

B. Square Width of Base _____ Height _____

C. Rectangle Width of Base _____ Height _____

Construction

Minute Mastery I

Are your walls straight Yes _____ No ____

Minute Mastery II

A. 1. _____ shovel (s) sand

2. _____ shovel (s) cement

3. _____ quart (s) water

B. 1. _____ shovel (s) sand

2. _____ shovel (s) cement

3. _____ quart (s) water

C. 1. _____ shovel (s) sand

2. _____ shovel (s) cement

3. _____ quart (s) water

D. Number _____

Fine Arts

Minute Mastery I

What do you think about this statement?

_____

_____

_____

_____

_____

Minute Mastery II

_____

_____

_____

_____

_____

Health

Minute Mastery I

Situation	Letter
A.	_____
B.	_____
C.	_____

Minute Mastery II

The end points are :

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

Manufacturing

Minute Mastery I

1. C _____
2. D _____
3. H _____
4. E _____
5. G _____
6. If A was turning counter clockwise, which direction should it turn? _____

Minute Mastery II

1. _____
2. _____
3. _____

Marketing and Distribution

Minute Mastery I

A. _____

B. _____

C. _____

Minute Mastery II

A. _____

B. _____

Service

Minute Mastery I

A. _____

B. _____

C. _____

D. _____

Minute Mastery II

A. _____

B. _____

Science and Technology

Minute Mastery I

SELF-RATING

	DOMINANT	RECESSIVE
Earlobes		
Tongue		
Hairline		
Thumb Overlap		

B. _____

C. _____

D. _____

E. _____

Minute Mastery II

A. _____

B. _____

C. _____

D. _____

Transportation

Minute Mastery I

A. 2. _____

3. _____

B. 1. _____

2. _____

_____

C. 1._____

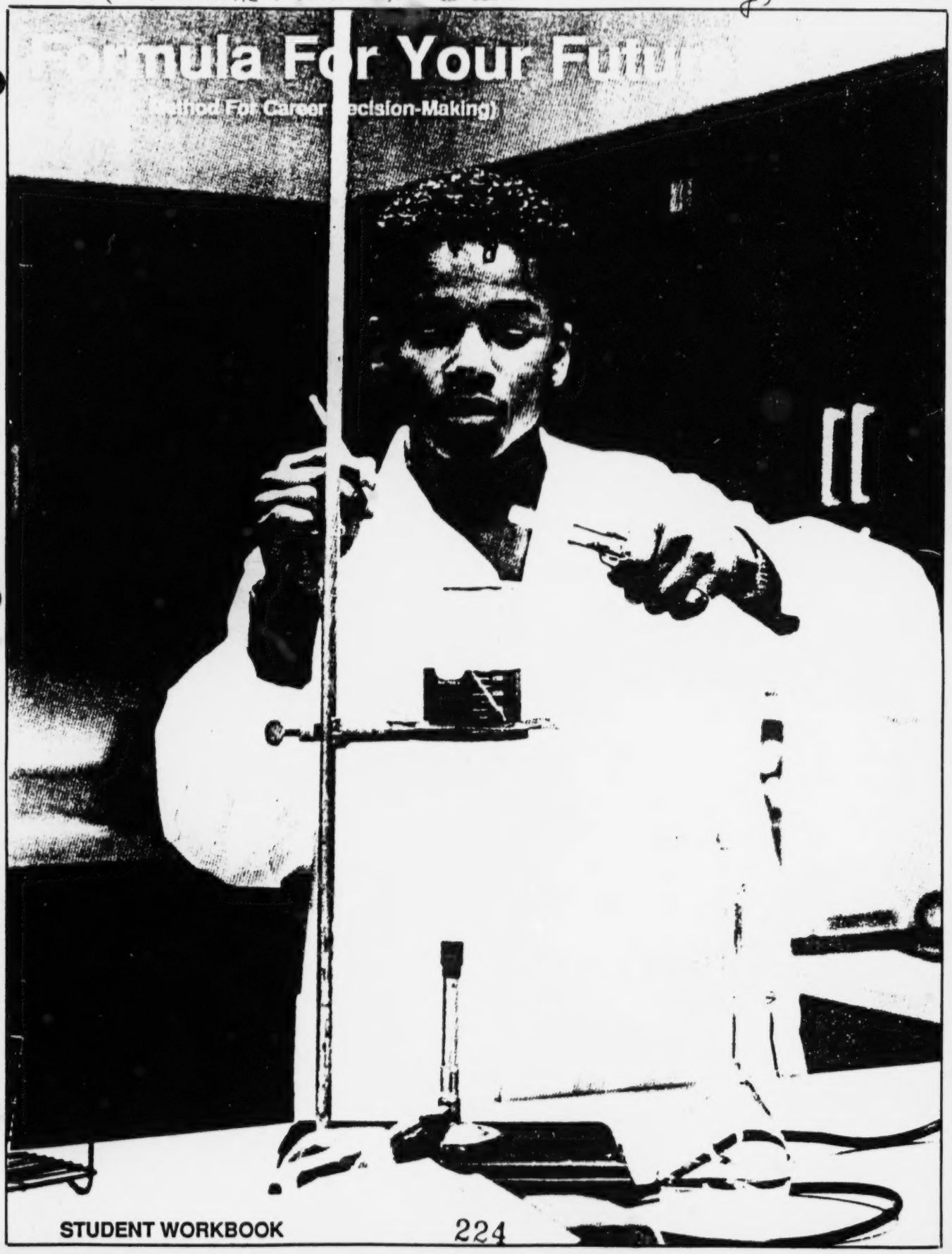
Minute Mastery II

A. 1. _____

Minute Masteries
Work Book

Van Buren Intermediate School District
Van Buren Skills Center
Career Development
250 South Street
Lawrence, Michigan 49064

Formula for Your Future
(A Scientific Method for Career Decision-Making)



STUDENT WORKBOOK

In a few more years you'll graduate from high school.....
What are you going to do then??
You'd better start thinking about your future!!!
Here's a little test for you. See if you can answer the questions on the next page.

Name_____
Date_____
Grade _____
School_____

Look At Where You Are!

The job I think I would like to train for is:_____

_____

Jobs I've had that I liked and why._____

_____

Jobs I didn't care for and why:_____

_____

_____

My dream job is:_____

My best abilities are: (Examples -using tools, reading, being dependable)_____

_____

_____

Areas I need to work on are: (Examples - math, attendance, accuracy)_____

_____

What kind of career training do you plan to get? (Skills Center, College, on-the-job training...) _____

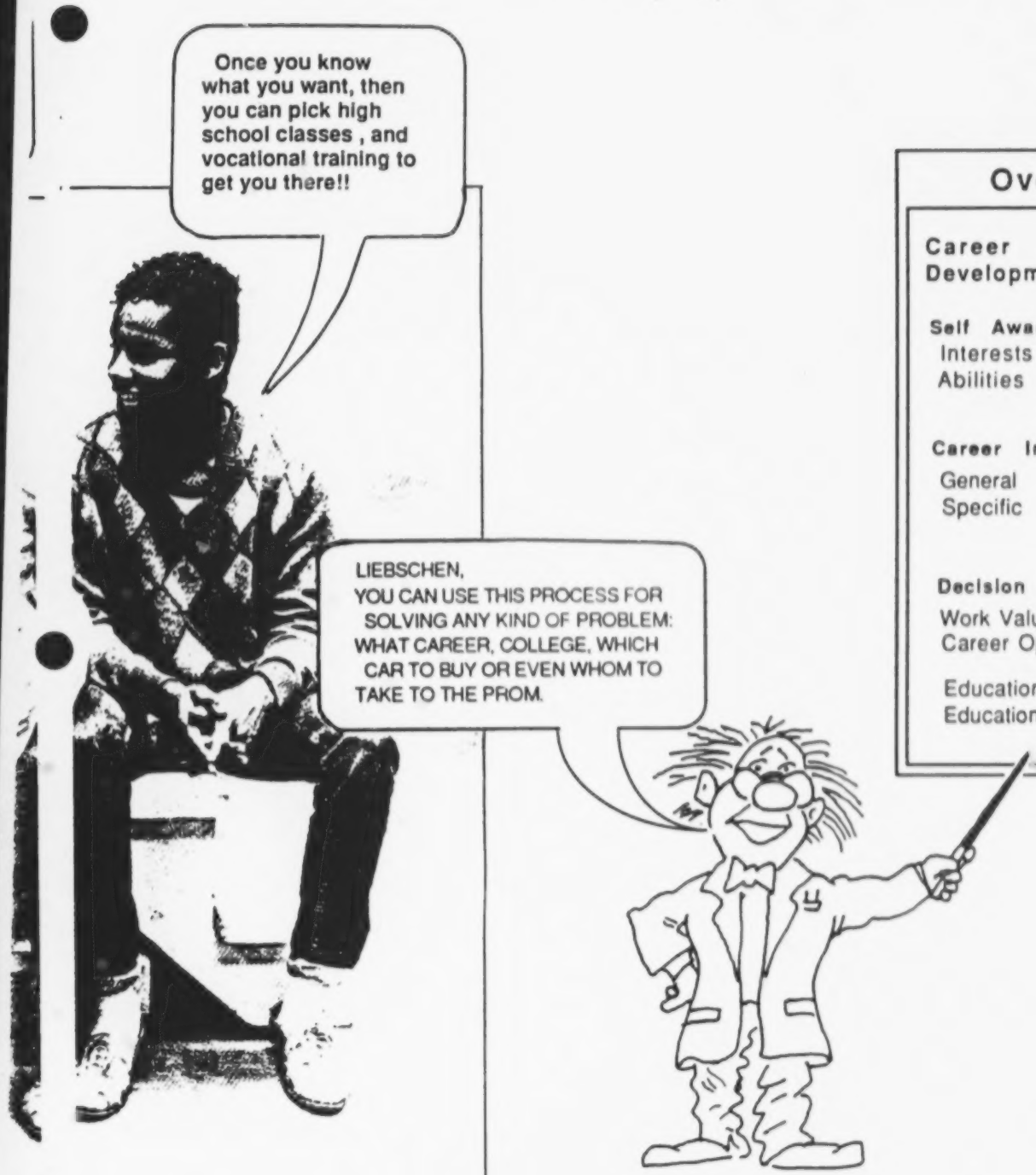
_____

How did you make these decisions? (career and training) _____

_____

_____

First you need to know what your interests and abilities are.
Yeah, but then you need to figure out what options you really have.
When you compare what you want with your options, then you can make some decisions about your future.


Once you know what you want, then you can pick high school classes , and vocational training to get you there!!
LIEBSCHEN,
YOU CAN USE THIS PROCESS FOR SOLVING ANY KIND OF PROBLEM: WHAT CAREER, COLLEGE, WHICH CAR TO BUY OR EVEN WHOM TO TAKE TO THE PROM.

Overview

Career Development:	Page
Self Awareness	
Interests	4
Abilities	5
Career Interests	
General	6
Specific	7
Decision Making	
Work Values Career Options	8
Educational Interests Educational Options	9

Self Awareness:

Interests

My ten top career interests (values) in their order of importance to me are....

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My educational interests (values) in their order of importance to me are.....

1. _____
2. _____
3. _____
4. _____
5. _____

229

Abilities

My five top ability areas are.....

1. _____
2. _____
3. _____
4. _____
5. _____

ABILITY PROFILE
(D.A.T. or C.A.P.S. Ability tests)

	MR	SR	VR	NA	LU	WK	PS	MSD	X	
CAPS AREAS	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	9	9	9	9	9	9	9	9	9	.98
	8	8	8	8	8	8	8	8	8	.
	7	7	7	7	7	7	7	7	7	.
STANINE	6	6	6	6	6	6	6	6	6	.
	5	5	5	5	5	5	5	5	5	.50
	4	4	4	4	4	4	4	4	4	.
	3	3	3	3	3	3	3	3	3	.
	2	2	2	2	2	2	2	2	2	.
	1	1	1	1	1	1	1	1	1	.02
D.A.T. AREAS	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	MR	SR	VR	NA	LU	SPELLING	CLERICAL	SPACE REL	VR&NA	

Percentiles

Options

General Career Interests (Clusters)

- ☐ Agribusinesss
- ☐ Business & Office
- ☐ Communications & Media
- ☐ Construction
- ☐ Fine Arts/Humanities
- ☐ Health
- ☐ Manufacturing
- ☐ Marketing & Distribution
- ☐ Science/Technology
- ☐ Service
- ☐ Transportation

General Educational Interests

Would you rather train for a career:

- ☐ 1.) while still in high school
- ☐ 2.) after high school
- ☐ 3.) both- start training while still in high school and continue after?

Specific Career Interests

Directions:

1.) List your three favorite clusters in boxes 1, 2, and 3.
2.) List your three favorite educational levels; a, b, and c.

	Preferred Clusters		
Best Liked Training	(1)	(2)	(3)
(a)			
(b)			
(c)			

My three preferred job titles are:

1. _____

2. _____

3. _____

Specific Educational Levels

While you are in high school:

Work experience
Vocational Classes at Your School
Van Buren Skills Center
Apprenticeship

After high school:

Armed Forces
On-the-job training
Private Vocational school
Community College
College
Apprenticeship

Which training options sound best to you?

1. _____

2. _____

3. _____

DECISION-MAKING

MY WORK VALUES IN ORDER OF IMPORTANCE	MY CAREER OPTIONS ARE:		
	10	10	10
	9	9	9
	8	8	8
	7	7	7
	6	6	6
	5	5	5
	4	4	4
	3	3	3
	2	2	2
	1	1	1
TOTALS			

Key	Score Ranges							
	10	9	8	7	6	5	4	3
Good Decision	47-55	46-54	44-50	42-49	38-45	34-40	29-34	23-27
Okay Decision	39-46	38-45	36-43	34-41	32-37	28-33	23-28	19-22
Bad Decision	38 or less	37 or less	35 or less	33 or less	32 or less	27 or less	22 or less	18 or less

MY EDUCATIONAL INTERESTS IN ORDER OF IMPORTANCE	MY EDUCATIONAL OPTIONS ARE:		
	10	10	10
	9	9	9
	8	8	8
	7	7	7
	6	6	6
	5	5	5
	4	4	4
	3	3	3
	2	2	2
	1	1	1
TOTALS			

MY CAREER OPTIONS ARE:

MY WORK VALUES IN ORDER OF IMPORTANCE	Business/Office	Construction	Health
Indoor	(10)	10	(10)
Dress up	(9)	9	9
People and Data Contact	(8)	8	(8)
See Results	(7)	(7)	(7)
Operate Office Equipment	(6)	6	6
High Demand Work	(5)	5	(5)
Plan and Organize Work	(4)	(4)	(4)
Money	3	(3)	(3)
Copy and Record Information	(2)	2	(2)
Work in an Office	(1)	1	1
TOTALS	52	14	39
	Good	Bad	OK

YOU DID A GREAT JOB OF IDENTIFYING YOUR INTERESTS
THANKS, YOU REALLY TOOK A GOOD LOOK AT YOUR CAREER OPTIONS
YOU MADE SOME GREAT DECISIONS...
NOW IT'S TIME FOR US TO SEE OUR COUNSELOR AND MAKE SOME PLANS AND PICK SOME CLASSES

Developed by:

The Career Guidance Staff

Van Buren Intermediate School District
Van Buren Skills Center

701 S. Paw Paw St.
Lawrence, Michigan 49064

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religon, national origin or ancestry, age, sex, marital status, or handicap.

Fast Acting
Formula For Your Future
(A Scientific Method For Career Decision-Making)

In a few more years you'll graduate from high school.....
What are you going to do then??
You'd better start thinking about your future!!!
Here's a little test for you. See if you can answer the questions on the next page.

Name_____
Date_____
Grade _____
School_____

Look At Where You Are!

The job I think I would like to train for is:_____

_____

Jobs I've had that I liked and why._____

_____

Jobs I didn't care for and why:_____

_____

_____

My dream job is:_____

My best abilities are: (Examples -using tools, reading, being dependable)_____

_____

_____

Areas I need to work on are: (Examples - math, attendance, accuracy)_____

_____

What kind of career training do you plan to get? (Skills Center, College, on-the-job training...) _____

_____

How did you make these decisions? (career and training) _____

_____

_____

First you need to know what your interests and abilities are.
Yeah, but then you need to figure out what options you really have.
When you compare what you want with your options, then you can make some decisions about your future.

Once you know what you want, then you can pick high school classes , and vocational training to get you there!!
LIEBSCHEN,
YOU CAN USE THIS PROCESS FOR SOLVING ANY KIND OF PROBLEM: WHAT CAREER, COLLEGE, WHICH CAR TO BUY OR EVEN WHOM TO TAKE TO THE PROM.

Overview

Career Development:	Page
Interests	4 & 5
Abilities	6
Aptitudes	7
Self Awareness	8 & 9
General Options	10 & 11
Specific Options	12
Decision Making	13

Interests

PEOPLE CONTACT (Which type of interactions do you prefer?)

	Good	O.K.	Bad
1. Work alone	+	o	-
2. Be around other people while working	+	o	-
3. Work on a team	+	o	-
4. Work with animals	+	o	-
5. Serve customers	+	o	-
6. Persuade people to buy or do things	+	o	-
7. Teach people	+	o	-
8. Advise or counsel others	+	o	-
9. Supervise the work of others	+	o	-

DATA CONTACT (working with information, ideas, statistics)

	Good	O.K.	Bad
1. Do work that involves reading	+	o	-
2. Copy and record information	+	o	-
3. Do writing on the job (memos, letters, articles)	+	o	-
4. Operate office equipment (typewriter, calculator, computer)	+	o	-
5. Do math computations as part of the job	+	o	-
6. Analyze information (charts)	+	o	-
7. Do drawing, photo and artwork as part of job	+	o	-
8. Work with ideas or concepts	+	o	-
9. Plan and organize or schedule activities	+	o	-

TOOL CONTACT (working with tools and equipment)

	Good	O.K.	Bad
1. Operate hand tools (hammers, gauges, ect.)	+	o	-
2. Operate power tools (scopes, drills, saws)	+	o	-
3. Set up equipment	+	o	-
4. Repair equipment (motor, appliances, machines)	+	o	-
5. Use equipment to manufacture products	+	o	-
6. Operate large industrial machines	+	o	-
7. Drive machinery (cars, trucks, fork lifts)	+	o	-

Rewards

	Need	Want	
1. Take pride in what you do	+	o	-
2. Be one of the best at your job	+	o	-
3. Get promoted	+	o	-
4. Make a lot of money	+	o	-
5. Have an impressive title	+	o	-
6. See the results of your work	+	o	-
7. Get praise from others	+	o	-

Hobbies

What hobbies do you have?_____

241

_____

Environment

	Good	O.K.	Bad
1. Work indoors	+	o	-
2. Work outdoors	+	o	-
3. Work in quiet surroundings	+	o	-
4. Work where it is noisy	+	o	-
5. Work where there are fumes or dust	+	o	-
6. Work where it is clean	+	o	-
7. Work in an office	+	o	-
8. Work in a store	+	o	-
9. Work in a manufacturing facility	+	o	-

Physical Activities

	Good	O.K.	Bad
1. Do light lifting	+	o	-
2. Do medium lifting	+	o	-
3. Do heavy lifting	+	o	-
4. Climb or balance	+	o	-
5. Kneel, stoop, crouch or crawl	+	o	-
6. Spend a lot of time sitting	+	o	-
7. Spend a lot of time standing	+	o	-
8. Spend a lot of time moving around	+	o	-
9. Extensive physical activity	+	o	-
10. Use my hands	+	o	-

I prefer to work mainly with: (Rank order 1, 2, 3)

1. Data: (information, words, numbers, ideas) ☐
2. People: (humans or occasionally animals) ☐
3. Things: (machines, tools, materials, equipment) ☐

Attire	Good	OK	Bad
1. Dress casual	+	o	-
2 Dress up	+	o	-
3. Wear a uniform	+	o	-

Abilities

You can learn about your abilities by looking at grades you have received, test scores from aptitude tests, and hobbies or work experiences you've had in the past. Ability groups are what you are good at, not necessarily what you prefer.

Your School Performances

	Math	Science	Reading	Writing	Art/Music	Shop	Business	Soc. Studies
HIGH	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4
AVERAGE	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2
LOW	1	1	1	1	1	1	1	1

Your People Skills

	Attendance	Getting Along	Sales Ability	Teaching Others	Talking to Groups	Helping People	Taking Criticism	Leadership
HIGH	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4
AVERAGE	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2
LOW	1	1	1	1	1	1	1	1

Your Physical Fitness

	Sitting for long Periods	Standing for-ever	Working with Hands	Fine Finger Dexterity	Be Physically Active	Do Heavy Lifting
HIGH	5	5	5	5	5	5
	4	4	4	4	4	4
AVERAGE	3	3	3	3	3	3
	2	2	2	2	2	2
LOW	1	1	1	1	1	1

Your Measured Aptitudes

ABILITY PROFILE
(D.A.T. or C.A.P.S. Ability tests)

	MR	SR	VR	NA	LU	WK	PS	MSD	X		
CAPS AREAS	☐	☐	☐	☐	☐	☐	☐	☐	☐		
	9	9	9	9	9	9	9	9	9	.98	
	8	8	8	8	8	8	8	8	8	.	
	7	7	7	7	7	7	7	7	7	.	
STANINE	6	6	6	6	6	6	6	6	6	.	Percentiles
	5	5	5	5	5	5	5	5	5	.50	
	4	4	4	4	4	4	4	4	4	.	
	3	3	3	3	3	3	3	3	3	.	
	2	2	2	2	2	2	2	2	2	.	
	1	1	1	1	1	1	1	1	1	.02	
D.A.T. AREAS	☐	☐	☐	☐	☐	☐	☐	☐	☐		
	MR	SR	VR	NA	LU	Spelling	Clerical	Abstract	VR&NA		

Do you belong to any clubs? ☐ Yes ☐ No What clubs?

General Ability Groups

Rank your ability in the following areas: (1 is highest, then 2, and 3 is lowest)

☐ 1. Physical (working with your hands, legs, arms, fingers, back, etc.)

☐ 2. Intellectual (working with your mind)

☐ 3. Emotional (working with people)

Do you have any physical restrictions or concerns? ☐ yes ☐ no

(Example: back problems, no heavy lifting, asthma, need clean air, etc.)

Please explain _____

_____

_____

_____

Self Awareness:

Interests

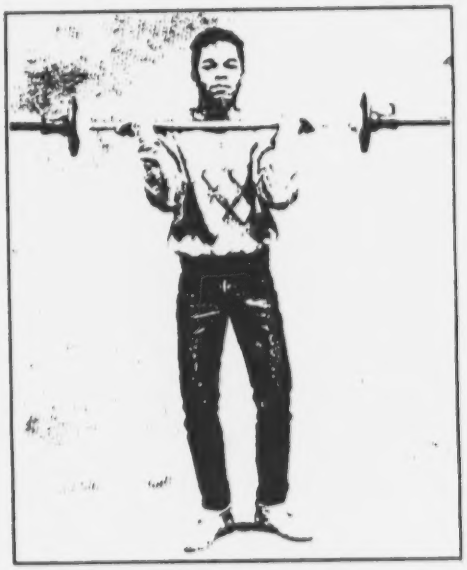
My ten top career interests (values) in their order of importance to me are....

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My educational interests (values) in their order of importance to me are.....

1. _____
2. _____
3. _____
4. _____
5. _____

My five top ability areas are.....



1. _____
2. _____
3. _____
4. _____
5. _____

General Options

The next area is career interest. Please read the descriptions and rank order the occupational clusters. Mark your first choice 1, your second choice with a 2, and so on until all are numbered.

☐ **Agribusiness**

Jobs in this cluster deal with growing, raising, mining, harvesting or selling natural resources such as wood, coal, livestock and crops. People in these careers work outdoors, are physically active, and usually wear casual clothing.

☐ **Business and Office**

These are indoor office jobs dealing with typing, answering phones, operating computers, computing numbers and office managing. People in business and office jobs deal with data or paperwork and usually dress up.

☐ **Communication and Media**

This group of jobs, involve designing products, laying out artwork pasting up copy, making plates and other printing, art and photo work. Jobs include Journalist and Editors of a newspapers and magazines.

☐ **Construction**

Jobs in the building trades cluster deal with measuring, nailing, and cutting with hand and power tools. Construction workers build homes, garages, commercial and industrial buildings, and do bricklaying, carpentry, electrical and roofing work activities. People often work outdoors and are physically active.

☐ **Fine Arts**

This cluster includes creative jobs such as artist, musician, novel writer, and entertainer. People in this area are highly disciplined, talented and enterprising, as most workers create their own jobs. For most people it is a leisure time activity.

☐ **Health**

This cluster includes occupations in a medical or laboratory setting dealing with admitting, diagnosing and treating sick or injured people. People with careers in this cluster may work in prevention jobs that are concerned with discovering and investigating the causes and the cures of diseases. People in this career generally wear uniforms.

☐ **Manufacturing**

Jobs in this cluster involve making products from wood, metal, plastic, or other materials using machinery and equipment. Some duties involve reading blueprints, measuring, cutting, molding, and joining together pieces of metal. Workers should like to operate machinery.

☐ **Marketing and Distribution**

Marketing jobs involve selling, packaging, promoting and displaying merchandise as well as doing inventory work. People in marketing jobs usually dress up, work indoors, and should like customer contact. Food prepation and service jobs are also included in this cluster.

☐ **Science and Technology**

Jobs in this cluster fit in the categories of life sciences, physical sciences, and applied sciences. Many workers in these career areas do research in laboratories or work in jobs that involve repairing radios, televisions, furnaces, or air conditioners. Many install or repair electrical equipment in industrial or residential settings. People in science and technology should like working with ideas and repairing things.

☐ **Service**

This cluster is made up of two categories. Public service jobs involve helping people by protecting, teaching, advising, or counseling them. Personal service jobs involve maintaining buildings and caring for clients' appearance, apparel, and possessions. Workers should like working with all kinds of people. They usually dress up or wear a uniform.

☐ **Transportation**

This group of jobs involve operating and repairing vehicles. Jobs in this cluster involve driving, directing, navigating, and piloting as well as maintaining and repairing trains, boats, planes, cars, and other vehicles. People in this career need to work independently and enjoy using their hands.

Would you rather train for a career:

_____1.) while still in high school?
_____2.) after high school?
_____3.) both -start training while still in high school and continue after?

YOU DID A GREAT JOB OF IDENTIFYING YOUR INTERESTS
THANKS, YOU REALLY TOOK A GOOD LOOK AT YOUR CAREER OPTIONS
YOU MADE SOME GREAT DECISIONS...
NOW IT'S TIME FOR US TO SEE OUR COUNSELOR AND MAKE SOME PLANS AND PICK SOME CLASSES

Developed by:

The Career Guidance Staff

Van Buren Skills Center
701 S. Paw Paw St.
Lawrence, Michigan 49064

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religon, national origin or ancestry, age, sex, marital status, or handicap.

Formula For Your Future

Student
Text

INTRODUCTION

IN THE NEXT COUPLE OF YEARS, YOU WILL HAVE TO MAKE A NUMBER OF BIG DECISIONS. SOME OF THE DECISIONS YOU WILL MAKE MAY INCLUDE: WHAT CLASSES TO TAKE IN HIGH SCHOOL, WHAT CAREER TO PREPARE FOR, IF AND WHERE TO GO TO COLLEGE, WHOM TO MARRY, DOZENS OF DECISIONS.

Let's take it a step at a time. First of all, what important decisions have you already made in your life?

How did you make those decisions?

Whatever decisions you have to make in the future, there is a very good process you can use to help you decide. It is:

SELF AWARENESS **OPTION AWARENESS** **DECISION MAKING** **PLANNING**

But how do we learn about ourselves?
How do you check out options?
But how do you make right decisions
How do you develop a plan?

Instructions:

The first unit you will go through is **Self Awareness.**

As you go through each section, if you think of anything that's important to you, please write it down on your ingredients list. Later, you will enter some of the most important items in your **Student Workbook.**

The second unit deals with **Option Awareness.** In this section, you will explore career possibilities.

The third unit is **Decision Making.** In this section, you will learn how to compare your interests to your options.

The fourth unit is **Planning,** a step by step way to get you where you want to go.

EDUCATIONAL DILEMMAS

When you think of educational decisions you're faced with, what factors are important to you. For many people the cost, how long it takes, and many other issues, are all big factors in their decisions.

Once again, when it comes to self awareness, you should think about your interests and abilities. Further, you should think of yourself in terms of your physical, emotional and intellectual needs.

If you've never made a decision about education, you probably have a tough time knowing what you want. You might say, "Hey, I want to go to college". Maybe your mother always told you that is what you should do. But does it really match up with your needs? Or maybe your father told you, "Go to the Van Buren Skills Center, you'll be able to get a good job right after high school." Is that option any better for you? Let's see.

Educational values are different than career values.

Careers are the kind of **jobs** you could do someday. Education is how you want to **prepare** for those careers. Some people learn well in a classroom setting. Other people learn better by actually doing the task. Everyone is different.

Sherri, Rod, Chiemi and Mike will give you a hand exploring your educational values.

Use the Ingredients Sheet in your kit. It looks like this:

	I Want	I Don't Want
Physical		
Emotion		
Intellect		

As you think about some of the different educational values, think about whether they are important to you in either a good way (ooh, I like it!) or a bad way (ugh, I hate it!).

I WANT	I DON'T WANT
Close to home	A lot of reading
Short training	Very expensive
Good reputation	

PHYSICAL VALUES

Physical educational values include:

—how far away from home you'd have to go
—size of educational institution
—size of classes
—how long training takes

EMOTIONAL VALUES

These are the intangible but important ways you feel about education, such as:

—the reputation of the educational facility
—what your folks think of the educational facility
—your friend's opinion of the educational facility
—if you have to be far away from your sweetheart
—status of the degree or certificate
—the challenge
—chance for success
—if you get paid while learning
—cost of education

INTELLECTUAL FACTORS

This is a very important category for educational choices. It concerns what you are doing in those classes each day.

—amount of math
—amount of reading
—amount of writing
—giving talks
—working with equipment
—memorizing
—difficulty
—taking tests
—listening to lectures
—working on your own
—independent learning
—team work

At this point, you should have a pretty good idea of what's important to you.

Please write down your top educational values, in order of importance, on page 4 of the Formula For Your Future Student Workbook.

What are your interests or values when it comes to picking a friend? What quanties do you look for? Loyalty?

Now that you have a handle on your educational values, let's look at the options you have.

EDUCATIONAL OPTIONS

If you are in the eighth or ninth grade, you may want to make a general educational choice and decide whether to:

1) Prepare for a career while you're in high school

OR

2) Wait until after graduation (You can still get a little start now.)

OR

3) Start training while still in high school and continue after.

If you are in tenth or eleventh grade, you may want to look at the "specific educational options". Specific options include:

In High School

1) Van Buren Skills Center
2) Work experience or co-op
3) Vocational classes in your high school

After High School

1) Private vocational school
2) On-the-job training apprenticeship (like Armed Forces)
3) Community college
4) College

If you are a senior (or mature junior), you may want to compare specific sites at the post secondary level.

For example, if you wanted to go to college, you may want to compare Michigan State University to University of Michigan or Central Michigan; or Army versus Navy.

You can find the name of specific post secondary (after high school) sites in the **Michigan Post Secondary Handbook.**

INFORMATION SOURCES

There are many information sources you can use for educational information.

Van Buren Skills Center

If you wanted to find out about Skills Center, what information could you use?

Personal

You could visit the Skills Center and do a cluster or program internship to see if you like it. You could come to a fall open house with your folks.

Media

You could read a Van Buren Skills Center brochure in your counselor's office or library.

On-the-Job Training In High School
(Work Experience or Co-op)

You could talk to a placement coordinator who visits your school once or twice a week and ask him/her about the chances of getting a job in order to get working skills. If you're interested in the machinery, construction or electrical fields, you could ask the placement coordinator about apprenticeship. You can start those in high school and finish after graduation.

Post Secondary
(Private vocational school, community college or college)

People Sources

Representatives or recruiters from different community colleges like Kalamazoo Valley, Lake Michigan and Southwestern come to your school to answer your questions. They usually come several times a year. The same is true for a number of four year colleges like Western Michigan University, Michigan State University and Central. Usually, once a year, there is a college night where you can attend with your parents. Van Buren Skills Center has "Training Awareness Day" where many representatives from colleges all over Michigan attend.

Media

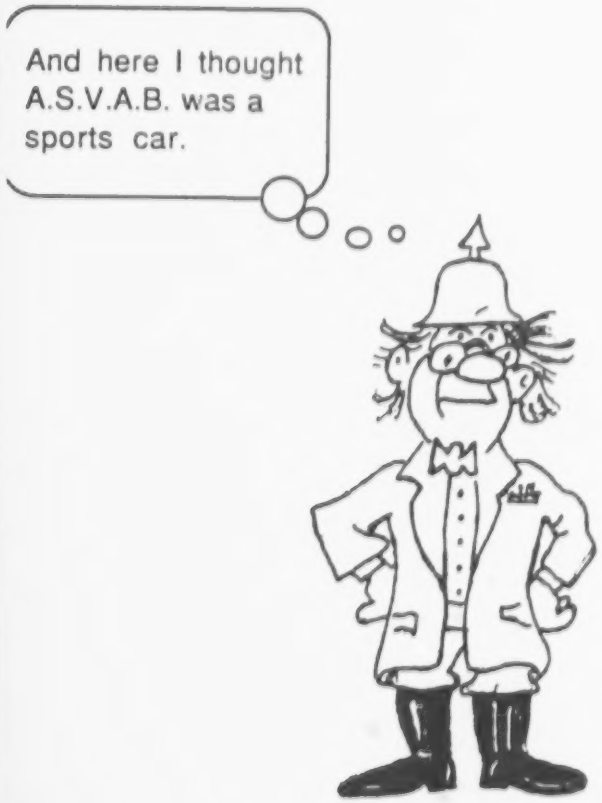
College catalogs answer almost all your questions about specific institutes, including cost of tuition, room and board, course descriptions and curricula. Catalogs are in your counselor's office and/or school library. Michigan Occupational Information System (M.O.I.S.) has a file on education you can use in your library.

The Michigan Post Secondary Handbook can give you a quick overview of which schools offer what career programs, as well as how much they cost, where they're located and what you need to have in order to get in. Your counselor gets a copy each year.

Armed Forces

Like colleges, they have representatives who are more than willing to talk with you about opportunities. They visit your school and also have recruiting offices set up in Kalamazoo and Benton Harbor and other large cities.

You can take a test your junior or senior year called Armed Services Vocational Aptitude Battery (ASVAB). They match your scores with different Armed Services careers to see where you might fit in.



At this point, you need to write down some questions based on your educational interests. You can do this by converting your values to questions.

How much does it cost to go there?
Are there small classes? (30 or less)
Can I complete training in two years or less?
Can I train within 30 miles of my home in
in Gobles? (close to home)

Now you need to go to your sources of information and get your questions answered.

WHAT OPTIONS SOUND BEST TO YOU? Write them in on page 7 of the student workbook.

DECISION MAKING

At this stage, you compare what you want with what you could do in order to pick your best education option.

Here's how Wolfgang's decision went. He wants to be a welder. First he listed his educational values in order of importance.

Cost	10	10	10
Small classes	9	9	9
Quickly completed	8	8	8
Close to home	7	7	7
Good job placement rate	6	6	6

Then he wrote his options in. These were places he could learn the career he was interested in.

	VBSC	KALAMAZOO VALLEY COMM. COLLEGE	FERROUS STATE*
Cost	10	10	10
Small classes	9	9	9
Quickly completed	8	8	8
Close to home	7	7	7
Good job placement rate	6	6	6

*Pun intended

Next, he compared his interests to his options and circled corresponding numbers.

If a particular option satisfied a particular interest, he circled the corresponding number like this:

	VBSC
Cost	10

Good old VBSC is free, so he circled the number.

When he finished, his chart looked like this:

	VBSC	KALAMAZOO VALLEY COMM. COLLEGE	FERROUS STATE
Cost	(10)	(10)	10
Small classes	(9)	(9)	(9)
Quickly completed	(8)	(8)	8
Close to home	(7)	(7)	7
Good job placement rate	(6)	(6)	(6)
	40 GOOD	**40 GOOD**	**15 BAD**

Then he totaled the circled numbers. Next, he looked up on the "key" to see if the options were good, o.k. or bad for him.

NOW DO YOURS!

Pun intended

Now you should be ready to make some "educational decisions" (or educational guesses).

Using the "decision making chart" on page 9 of your **Formula For The Future Student Workbook.**

1) List your interests or values in order of importance on the lefthand column.

2) List your options along the top.

> Note: Are you choosing among:
>
> A) General areas (such as high school or after high school—8th/9th grade)
>
> B) Specific areas (such as Skills Center, OJT, or private vocational training)
>
> C) Specific post-secondary sites (such as U. of M., versus M.S.U.)

3) Compare your values to your options using the information sources listed earlier. **Circle favorably corresponding numbers.**

Example:

VALUE	OPTION **VBSC**
Close to Home	(10)

4) Total circled numbers.

5) Look up total on "key". Decide if it's good, o.k. or bad for you.

Key	Score Ranges							
	10	9	8	7	6	5	4	3
Good Decision	47-55	46-54	44-50	42-49	38-45	34-40	29-34	23-27
Okay Decision	39-46	38-45	36-43	34-41	32-37	28-33	23-28	19-22
Bad Decision	38 or less	37 or less	35 or less	33 or less	32 or less	27 or less	22 or less	18 or less

Great job—and now for some more practice. Try to help these people decide if they should:

1) train before high school graduation.
2) wait until after graduation.
3) both during and after high school.

Write answers on notebook paper.

ELVIRA

Elvira loves building things, being outdoors and working with her hands. She doesn't enjoy doing a lot of reading and would like to learn enough skills to eventually become a builder. She should:

MANUEL

Manuel likes tinkering with electric equipment such as radios, t.v.'s and computer games. He would eventually like a job in the Science and Technology cluster, possibly as an electronics technician. Manuel should:

LOUIS

Louis is marrying Ezmerelda right after the prom. They both want to get jobs and an apartment and start a family right away. Louis hates school, basically. Reading and math are tough. He is good at working with automobiles. He probably should get training by:

WHITNEY

Whitney is a mathematical whiz. She is only in the 8th grade, but can already do algebra. She eventually wants to be an engineer. School is very easy for her and she gets A's and B's. She should:

ROXANNE

Roxanne would like to eventually work in the service cluster, possibly as a police officer. She does well in school and scores high on aptitude tests. Her family is very poor and whatever training she gets, she'll need some support. She should:

ENRIQUE

Enrique plays a Fender Stratocaster (guitar) like nobody's business. He hopes to be another Ted Nougat one day. He and his band practice every day, and they have played at five gigs in the last two months. Enrique should:

BENJAMIN

Ben wants to work in the Business and Office area. He is an average student—you know, B's and C's. He does not want to leave his town to get training for a career. There are some job opportunities there. The closest school or training site is 100 miles away. Ben should:

Answers on page 20.

PLANNING

By now, you probably have a good decision made. You'll probably get a chance to act on some of your high school educational options in the career decision-making section. You will make out an Educational Development Plan (E.D.P.) and select classes for your four year plan with your counselor's assistance.

That will be especially important if you selected the option of "I want to train in high school for a career."

Just for the sake of problem solving, let's pretend you've decided to go to college. Let's say you picked **Ferris State University**, and you were going to major in business. See if you can list the steps you need to take to get from here to there.

Planning

Talk to counselor
Visit school or campus
Fill out application
Explore financial aid
Take A.C.T. or S.A.T. test, if necessary
Send application
Talk to representative
Keep your grades up
Get catalog Involve your parents

SUMMARY

You should now be able to get yourself through any educational dilemma and place yourself into any educational institute. Can you identify the steps in that problem- solving process?

What if you had three job offers for next summer? How would you decide among them?

ABILITIES

Just a word or two about abilities. You may know you're not the greatest at math. Maybe your grades aren't up to snuff, and maybe writing's not your bag. What does that mean to you in terms of education?

A number of your educational options wil give you a chance to train no matter what academic history you bring with you (bad grades, bad attendance, and attitude, etc.). They are:

Van Buren Skills Center
Most community colleges
Most private vocational schools (Davenport)
A few bosses (for on-the-job training)

Some other educational options are going to want some "proof" from you that you can cut it. They are:

Armed forces
Many colleges and universities
Many employers (for on-the-job training)

The "proof" they're looking for may be in the form of:

Test Scores

Armed forces may look for certain ratings on ASVAB for special training.

Colleges may look for certain ACT or SAT scores as proof you can handle the academics. (Ask your counselor for specific score ranges)

Grades

Many colleges like to see students with a lot of B's and A's in tough academic areas. (science, math and English)

Class Standing

Many institutions like to take the top students.

Interpersonal Skills

Many institutions and most employers want to know about your citizenship, leadership, dependability, team work, and what kind of student you were behavior-wise.

These factors may not enter into your choice of educational options, but **just because you pick Harvard, doesn't mean that Harvard will pick you**.

Let's pretend Harvard University went through a problem solving process to add **one new student**.

Harvard's list of values, in order of importance is:

1) ACT score of 29 (tops)
2) 4.0 grade point
3) Top 2% of graduating class

Harvard's options are:

1) Flopsy
2) Mopsy

They both went to SouthPaw High.

Harvard's decision making looked like this:

	Options	
Abilities	FLOPSY	MOPSY
A.C.T. score	10	(10)
4.0 G.P.A.	9	9
Top 2%	8	(8)
Totals	0	18

Poor Flopsy and Mopsy.

Although Mopsy scored 29 on the ACT and was Salutatorian, she only had a 3.95 g.p.a.—bummer.

Harvard needs to look at other options or lower its standards.

Well, you get the picture anyway.

Your counselor can help you identify the requirements any specific educational facility might have for you. If you have a college in mind, ask your counselor:

What ACT or SAT scores do they require?

What grade point average do I need?

Is class standing a big factor?

What should I study for the entrance exam?

Etc...

GOOD LUCK!

ANSWER KEY

Decision-Making

ELVIRA
Train before graduation

MANUEL
Either one would do

LOUIS
Train before graduation

WHITNEY
Train after graduation

ROXANNE
Either one would do

ENRIQUE
Train before graduation (for back-up career)

BENJAMIN

Train before graduation

You learned alot about yourself.

Good job of checking out your options.

Great decision!

Good plan!

Van Buren Intermediate School District - Van Buren Skills Center, Lawrence, MI 49064

The Van Buren Intermediate School District is in compliance with all State and Federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.